DOCUMENT RESUME

ED 388 623 SP 036 260

TITLE	South Carolina Center For Teacher Recruitment: 94-95 Annual Report.
INSTITUTION	South Carolina Center for Teacher Recruitment, Rock Hill.
PUB DATE	95
NOTE	124p.; For the 1993-94 report, see ED 376 118.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Annual Reports; Elementary Secondary Education; Minority Group Teachers; Program Descriptions; Program Development; Program Evaluation; State Programs; Statewide Planning; *Teacher Recruitment
IDENTIFIERS	*South Carolina; Teacher Cadet Program SC

ABSTRACT

This publication reports on the 1994-95 activities of the South Carolina Center for Teacher Recruitment including the status of programs, mission, goals and budget for the next year. The Center was established in 1985 and has become a national model for teacher recruitment. Its most widely known programs are: Minority Recruitment, Crossroads Summer Institute, ProTeam Middle School Program, Summer Teaching Careers Institute, Teacher Cadet Program, Teacher Job Bank, EXPO for Teacher Recruitment, Teacher Forum, Troops to Teachers, and Teacher/Professor in Residence Program. An introduction notes that despite threats that the Center might have to close, many rallied to its support. The Center also received three important grants and implemented an electronic mail system. Topics covered are Center governance, policy board/task force, administrative organizational chart, staff, teacher recruitment pipeline, mission, 1995-96 goals, background, program evaluation plan, minority teacher recruitment, ProTeam Program Crossroads Summer Institute, Summer Teaching Careers Institute, Teacher Cadet Program, College Partnerships, College HelpLine Program, Teacher Forum, Job Bank, EXPO for Teacher Recruitment, Troops to Teachers, advertising and marketing, "Center Point" newsletter, Teachers in Residence, ProTeam Sites, Teacher Cadet Sites, year end financial report, and 1995-96 budget. (JB)

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ED 388 623

94-95

Annual Report

S C C T R

South Carolina Center For Teacher Recruitment

U.S. DEPARTMENT OF EDUCATION
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1994-95 Accomplishments

1. Worked with South Carolina Legislators to restore funding for the SCCTR for 1995-96

2. Established an e-mail network for all teachers in residence and SCCTR staff

3. Selected as one of twelve national pilot sites for the SAY (Science and Youth) Program and one of four sites selected to implement the program in 1994-95

4. Implemented the Science and Youth (SAY) Program in six pilot sites in South Carolina

5. Received an Eisenhower grant in the amount of $86,823 to implement the SAY Program

6. Identified four former Teacher Cadets who will teach either a ProTeam or Teacher Cadet class in 1995-96; two of these individuals are African American

7. Identified over 700 former Teacher Cadets are certified to teach in South Carolina

8. Revised the Teacher Cadet curriculum

9. Added ten new Teacher Cadet sites to the SCCTR network. 2,168 students were involved in the program

10. Continued emphasis on increasing the minority and male enrollment in the Teacher Cadet Program. Data on minority enrollment were shared with Teacher Cadet teachers

11. Implemented regional conferences for Teacher Cadets on college campuses

12. Created a new promotional video for the Teacher Cadet Program

13. Created a video to explain the process for recruiting Teacher Cadets and establishing a TC program

14. Determined that over forty percent of the recipients of the 1995-96 teacher loans participated in the Teacher Cadet Program

15. Developed parental involvement activities to accompany the ProTeam curriculum

16. Developed a brochure to publicize the ProTeam Program

17. Developed and implemented a mentoring program for first year ProTeam and Teacher Cadet teachers

18. Maintained data for over 15,000 students (former Teacher Cadet and ProTeam Program participants) in a computer database

19. Developed a checklist for Teachers in Residence to use when making site visits to ensure that all necessary components were addressed

20. Developed a holistic rating system for use by the Teachers in Residence when completing site reports

21. Received a grant through the Commission on Higher Education to implement the Troops to Teachers Program

22. Worked with various organizations, including the MilCert Program at Clemson University and the Military Assistance Council, to assist military personnel affected by the drawdown to transition into the teaching profession

23. Recruited separating DoD teachers in Germany and England with expenses paid for by the Department of Defense

24. Implemented a 24-hour, seven day per week voice response system for Job Bank clients

25. Piloted access to the Job Bank vacancies through an Internet service called *Project Connect*

26. Assisted the State Teacher of the Year who is a member of the staff at SCCTR and serves as an ambassador for the teaching profession in organizing and conducting 13 regional meetings for Teachers of the Year around the state to provide input on "preservice education" and "time issues "

27. Facilitated the work of the Teacher Forum Leadership Council writing and publishing recommendations for improving pre-service teacher education

28. Presented at the annual national Recruiting New Teachers Conference for pre-collegiate programs and at the national conference for state directors of special education

Executive Summary

SCCTR's Mission Statement: The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, the SCCTR will respond to changing needs for teachers from under-represented populations, in critical subject fields, and in underserved geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.

The 1985-86 Appropriation Act contained a proviso directing the State Department of Education to transfer $236,000 of unexpended Education Improvement Act funds to the Commission on Higher Education for the purpose of funding requests for proposals for the creation or implementation of teacher recruitment programs through agencies of State government or private industry. A proposal was submitted on behalf of the South Carolina Educator Recruitment Task Force, with (then) Winthrop College serving as fiscal agent, and the Commission established through this proposal the Center for Teacher Recruitment on December 5, 1985.

The stated purposes of the Center under the proposal authorized by the Commission was as follows:

1) to identify processes to improve and expand the pool of personnel for education and teaching in South Carolina;

2) to assess the impact of current recruitment efforts and of newly established efforts; and

3) to develop a marketing campaign that focuses on improving the image of teaching.

The Center's primary target groups are middle and high school students, college students, and adults. The Center is staffed by a director, an assistant director, seven teachers in residence, and five administrative assistants. The Center has developed into a national model for teacher recruitment and has been adopted by 24 percent of such programs nationwide, more than any other program. Summaries of the major programs of the Center are provided below:

Minority Recruitment: Activities undertaken by the Center to increase the number of minorities entering teacher education include establishing high minority enrollment as its first priority for new Teacher Cadet sites; expanding the ProTeam Program; and supporting the College HelpLine Program. The Center continues to work cooperatively with the Minority Teacher Recruitment Partnership, made up of SCCTR, Benedict Col-

lege, and SC State University. Cooperative activities largely consist of attending regular meetings of this group and participating in various programmatic offerings of the three programs and assisting in the publication of a newsletter developed by the S.C. Program for the Recruitment and Retention of Minority Teachers (SCSU). The project directors develop annually a proposed plan for coordinated activities.

Crossroads Summer Institute: The Crossroads Summer Institute, a week-long summer institute for rising black male high school freshmen, was held at Claflin College for the first time this summer. Forty-three students participated in the 1995 week-long session in which information was provided about preparation for high school and college and opportunities for careers and teaching. The institute included experiences designed to develop leadership, human relations, study skills, higher order thinking, and problem-solving skills. The Institute encourages young, black males to consider teaching, to use African story-telling as a teaching methodology, and to interact with their peers who have similar interests.

ProTeam Middle School Program: In recognition of the declining number of minority teachers in South Carolina's classrooms and data that indicates that many minority students have dismissed teaching as a possible career choice before leaving middle school, the Center created in 1989 a middle school minority recruitment program, the ProTeam course, which includes a family involvement component designed to inform parents about financial aid, teaching as a career, high school and college prerequisites, goals of the ProTeam Program, etc. The Center provides grants not larger than $750 per site to support their participation. In 1994-95, this program was offered in thirty-seven middle/junior high schools to approximately 700 students. African American females represented the largest participant group (321) with combined male participation reaching 268 (approximately 40 percent of the total group). The course stresses building self-esteem, developing group skills, learning what it means to help (and teach), and building a vision of a professional future that might include teaching. Students who participate in this program are taught the necessary skills to be successful in high school and are encouraged to go to college and pursue a professional career. Forty-seven former ProTeam students participated in the Teacher Cadet Program in 1994-95. Five other states have adopted the ProTeam Program.

Summer Teaching Careers Institute: An intensive, week-long program for rising high school seniors who have expressed an interest in teaching was sponsored by the Center and held at the University of South Carolina at Spartanburg in the summer of 1995. The Institute is designed to stimulate student interest in teaching through the development of a school of the future to attract young people to teaching. In 1994-95, 50 students (including three exchange students from Baltimore and California) attended the Institute which provides information about career opportunities, teacher certification, and financial aid as well as a series of educational experiences designed to develop leadership, time management, human relations, higher order thinking, and problem-solving skills. Experience has shown that through the develop-

ment of a cooperative projects such as designing schools of the future, the students, in fact, recruit themselves to teaching.

Teacher Cadet Program: This program offers academically qualified high school juniors and seniors the opportunity to study the art and craft of teaching. An important secondary goal of the program is to provide these "talented future community leaders with insights about teachers and schools so that they can be civic advocates of education." A "master teacher," with the support of college and university faculty, offers the Cadet course at a high school site, using the Center's model curriculum. The Center provides grants not larger than $1,250 per site to support the class, teacher training, and materials. College partners may receive up to $500 per site to support their participation. During 1994-95, 139 sites involving 144 high schools in 75 school districts offered the course to approximately 2300 students. Twenty-four colleges and universities provided faculty support to 117 of the Cadet sites. By the end of the 1994-95 school year, almost 14,000 academically talented high school students had completed this challenging year-long introduction to teaching. Since the implementation of the program, between 35-40% of the participants have chosen to enter the teaching profession. Eight other states have adopted the Cadet Program.

Teacher Job Bank: The Center sponsors the only statewide education job placement service available in South Carolina. During fiscal year 1994-95, 2,846 teachers listed with the Job Bank. Another 7,859 additional teachers requested job listings without formally enrolling in the Job Bank. Nine hundred eighty-two job openings were listed by school districts during FY 94-95. Seventy-seven of the 91 school districts and several special schools used the service to list openings or to obtain the names of available teachers. The Job Bank is the initial point of contact for many interested in teaching in South Carolina. This successful service has matched certified teachers with vacancies in hard to fill geographic and/or subject areas.

S.C. EXPO for Teacher Recruitment: For the past seven years, the Center has co-sponsored the annual teacher recruitment job fair which was attended in 1995 by almost 600 teacher candidates from 35 states and four foreign countries. Forty-nine South Carolina school districts participated in the 1995 EXPO. Approximately 45% of teachers hired in South Carolina come from out of state. This job fair helps expedite the recruitment of teachers and helps defray travel costs of districts going to out of state recruitment fairs.

Teacher Forum: The Center sponsors meetings and other activities designed to recognize and involve state and district "Teachers of the Year," to develop teacher leadership, and to give teachers a voice in educational issues in an effort to retain the best and brightest teachers in the workforce through increased involvement and networking. Teachers throughout the state are in leadership roles as a result of the Teacher Forum. In 1994-95, the Teacher Forum wrote and disseminated recommendations for improving preservice teacher education.

Troops to Teachers: Under this program, military personnel and Department of Defense (DoD) and Energy (DoE)

civilian employees affected by the military "drawdown" have the opportunity to begin a new career in public education. Troops to Teachers got it's start in South Carolina in late 1994 with the submission of a grant proposal to DANTES. The proposal was jointly submitted by the South Carolina Center for Teacher Recruitment and the South Carolina Commission on Higher Education. The proposal called for implementation of the Troops to Teachers Program under the auspices of the SCCTR with the Commission on Higher Education serving as fiscal agent. The grant called for hiring a Job Placement Coordinator and expanding the Job Bank already in existence at SCCTR.

Teacher/Professor in Residence Program: This program identifies outstanding teachers/professors and provides them with a fellowship to work for the Center in one or more of its programs and develop teacher leadership. During 1994-95, six teachers, including the South Carolina Teacher of the Year, and one professor were in residence.

Evaluation: On overall evaluation of the Center is conducted by an outside evaluator every three years. The most recent evaluation was conducted in the spring of 1993 by Dr. Robert Shoenberg. Annual program evaluations of the Teacher Cadet and ProTeam programs and bi-annual evaluations of the College HelpLine are conducted by the South Carolina Educational Policy Center.

Introduction

It was the best of times
It was the worst of times
It was the age of wisdom
It was the age of foolishness
It was the epoch of belief
It was the epoch of incredulity

--Charles Dickens
A Tale of Two Cities

It was the best of times. It was the worst of times. I can't think of a more appropriate way to describe the 1994-95 school year at the Center for Teacher Recruitment. The very existence of the Center and its mission was more threatened this year than at any time in its nine year history. Yet, the outcry of support we received from students, teachers, and administrators, both in-state and out-of-state, was tremendous.

In spite of our preoccupation with the future of the Center, we were able to make some great strides in meeting the goals and objectives we had set for the year. The goals reflect the mission of the Center in meeting the needs we have for teachers from under-represented groups and teachers of high quality.

During the 1994-95 school year, we received three grants to administer. The largest grant was an Eisenhower math and science grant to implement the SAY (Science and Youth) Program. The pilot of the program has gone well and we look forward to full implementation of the program over the next couple of years. We realized early on that the program had to be institutionalized in order for it to survive long-term. We have attempted to institutionalize SAY by infusing it into the Teacher Cadet curriculum.

We also received a grant from the Commission on Higher Education to administer the Troops to Teachers Program for the state. This grant will allow us to recruit and place individuals into the teaching profession who have chosen teaching as a second career after being affected by the downsizing in the military. We are encouraged by the initial success we have had with the program and our goal is to place 200 teachers and teacher aides through this program over a two-year period.

The third grant received was from the Center for Excellence in the Assessment of Student Learning at the University of South Carolina. The grant allowed us to make revisions to the Teacher Cadet curriculum and to include means of assessing the work of Teacher Cadets through authentic assessments such as portfolios.

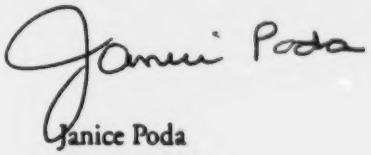
One of the goals for this year was to implement an e-mail system and to become proficient in using it. All members of the SCCTR staff are now using e-mail, and in retrospect, I'm not sure how the Center

functioned without it. It has greatly enhanced our ability to communicate as a staff and for me to keep in closer contact with the Teachers in Residence. The staff members have very readily adopted the use of e-mail as part of their daily routine.

Next year, I would like to limit my involvement with other committees outside of the Center and spend my time on finding ways to make the day to day operations of the SCCTR more efficient. I would also like to do more writing about the work of the Center. I believe the Center staff and the Policy Board need to reflect on the accomplishments of the first ten years and to take a close look at the future directions the Center will take. We are moving more and more into the areas of induction and retention based on requests from our constituents. We need to study the best course of action to pursue.

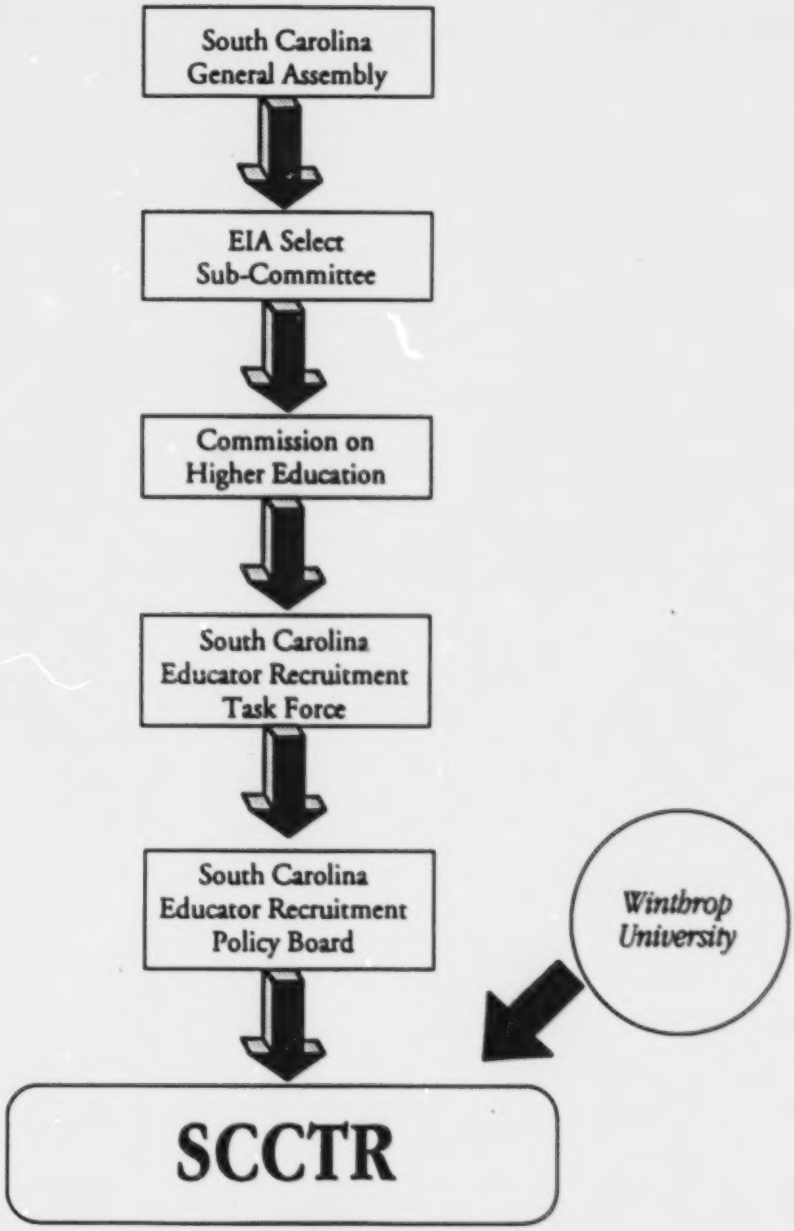
The Center will once again undergo an evaluation by an outside consultant during 1995-96. The plans are for that the evaluator will be selected and hired by the Commission on Higher Education. This person will also evaluate the other teacher recruitment programs funded by the EIA. I think 1995-96 will be a good year for us to do some reflective thinking and preparation for these evaluations.

I am always thankful for the Policy Board's confidence in my ability to lead the Center for Teacher Recruitment. In spite of the day to day frustrations and the threat to discontinue our funding, I am proud of what we have accomplished and the cadre of teachers that we have helped to produce. I feel very fortunate to have had the opportunity to serve for the past five years as the Director. Thank you.



Janice Poda
August 1995

Governance of SCCTR



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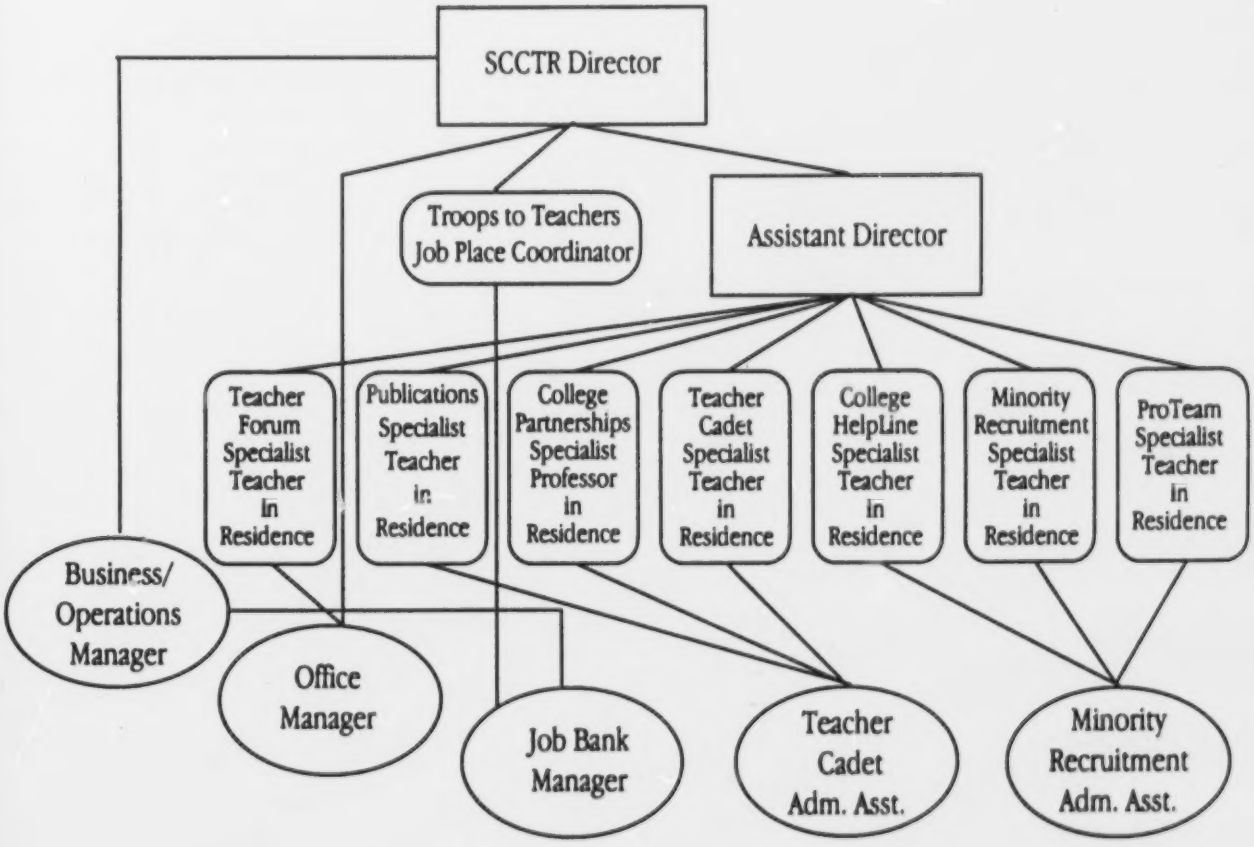
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July 1995

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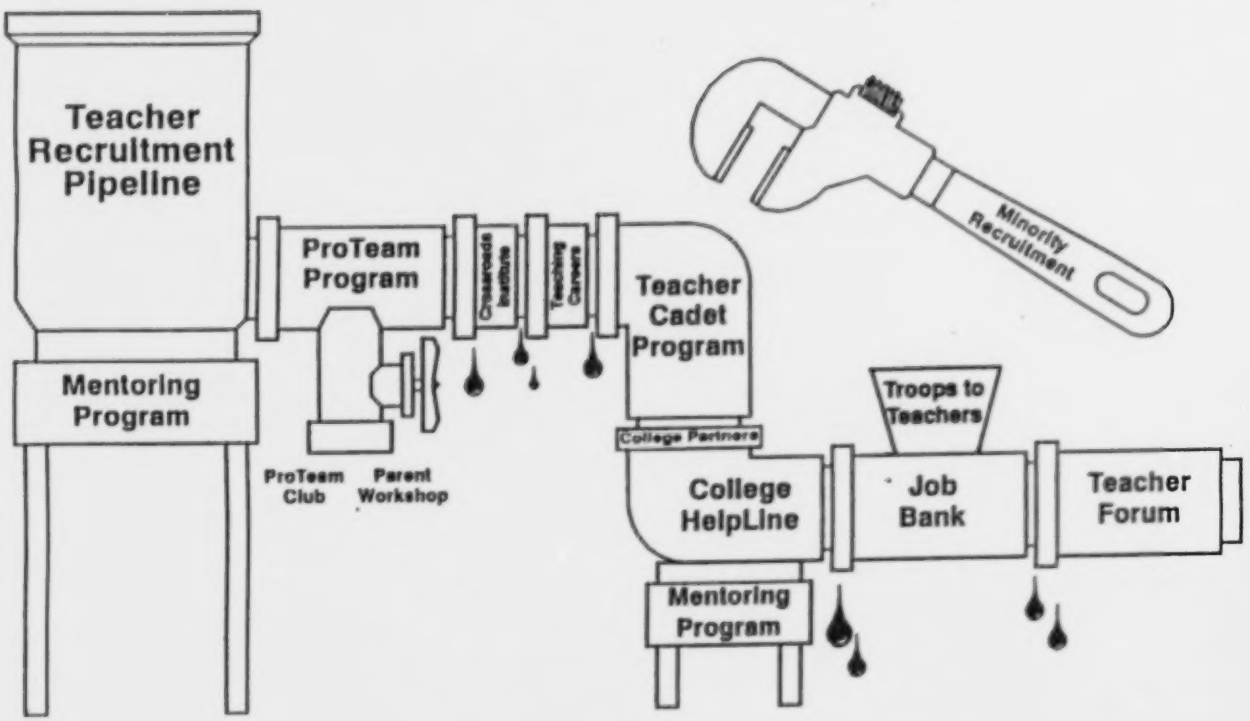
SCCTR Teacher Recruitment Pipeline



Mission

Mission: The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession in South Carolina. In doing so, the SCCTR will respond to changing needs for teachers from under-represented populations, in critical subject fields, and in underserved geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.

The 1985-86 Appropriation Act contained a proviso directing the State Department of Education to transfer $236,000 of unexpended Education Improvement Act funds to the Commission on Higher Education for the purpose of funding requests for proposals for the creation or implementation of teacher recruitment programs through agencies of State government or private industry. A proposal was submitted on behalf of the South Carolina Educator Recruitment Task Force, with Winthrop University (then Winthrop College) serving as fiscal agent. The Commission established through this proposal the South Carolina Center for Teacher Recruitment on December 5, 1985.

The stated purposes of the Center under the proposal authorized by the Commission are as follows:

1) to identify processes to improve and expand the pool of personnel for education and teaching in South Carolina;

2) to assess the impact of current recruitment efforts and of newly established efforts; and

3) to develop a marketing campaign that focuses on improving the image of teaching.

In the spring of 1993, the Center for Teacher Recruitment commissioned Dr. Robert Shoenberg to conduct an external evaluation of the overall Center operations. While complimenting the Center on many points including leadership, flexibility and imagination, attention to detail, good public relations and political sensibility, Dr. Shoenberg offered some suggestions for further development and enhancement of the Center. One suggestion made was to develop a statement defining the SCCTR's vision of itself in five years.

Using this recommendation as a

springboard, in the summer of 1993 the Center staff developed a draft of a mission statement. Subsequently, a Policy Board committee was formed to study the future directions of the SCCTR. This Futures Committee further refined the draft of the mission statement concentrating on the need for the Center to retain as well as recruit high quality individuals in the profession. The current mission statement, quoted at the beginning of this section, was adopted by the Policy Board at its fall 1993 meeting.

Leadership

In the nine and one-half years since the original proposal was approved by the Commission on Higher Education, the Center for Teacher Recruitment has gained knowledge and experience in the field of teacher recruitment. In fact, in a 1993 national study conducted for the DeWitt Wallace/Reader's Digest Fund by Recruiting New Teachers, Inc., the findings indicated that the South Carolina teacher recruitment programs had been replicated by 24% of all the precollegiate teacher recruitment programs across the country — more than any other program. The Center and its programs are regarded as national models.

This knowledge and experience has led the Center staff to develop programs and services that provide a continuum of opportunities for young people and adults to become interested in entering the teaching profession. This continuum allows individuals to enter the "pipeline" at whatever place they are in their pursuit of a career. It also offers a structure to keep the doors open to the possibility of a teaching career, particularly for students in middle and high school.

Though the image of teaching held by the general public has improved somewhat in recent years, it is still viewed negatively by many. It is not unusual for young people and adults considering teaching careers to be dissuaded by their peers, family members, and even teachers. The programs and services offered by the Center provide a chance to explore first-hand the rewards and challenges of the teaching profession.

Over the years the Center staff and its governing bodies have come to realize that recruitment and retention are synonymous. Unless schools are organized to allow teachers to exercise leadership roles and participate in decision making, bright, capable teachers are not likely to remain in the classroom.

Through the nationally recognized South Carolina Teacher Forum, the Center has assisted teachers in developing leadership skills and advising policy makers on issues affecting the teaching profession. Through their positive influence on policy and dialogue through communication channels established with policy makers, these teacher leaders have impacted decisions that affect teaching conditions and the improvement of education in South Carolina.

The growth of local teacher forums throughout the state provides additional vehicles to retain outstanding teachers in the classroom. The Center will continue to look for ways to assist policy makers, school

districts and teachers in developing strategies to improve teaching conditions and retain teachers in the classroom.

Under-represented Populations

The SCCTR mission statement recognizes the need to address under-represented populations in the teaching workforce. The recruitment of people of color is a common thread that runs through all of the programs and services provided by the Center. In 1989-90, the proviso appropriating funds to the Center indicated that $200,000 of the appropriations must be earmarked for minority teacher recruitment. Since that time, these funds have been used primarily to implement the ProTeam and College HelpLine Programs. In addition, in 1992, the Center developed the Crossroads Summer Institute that is held annually for rising high school African American male freshmen. The Center also has a Teacher in Residence who serves as the minority teacher recruitment specialist.

Since the Center was created, the focus on minority teacher recruitment has been expanded to encourage minority representation in all Center programs, where possible, so that they reflect the student population of the school. Specific strategies for recruiting students of color have been developed and shared with instructors of the programs. Advertising for the annual teacher job fair, EXPO, has specifically targeted publications such as *Black News* and *Multicultural Journal* to attract a diverse group of applicants. The Center has also worked closely with the various programs designed to assist selected military personnel affected by the drawdown to transition into the teaching profession. In addition, through the Commission on Higher Education, the Center has received grant money to implement the Troops to Teachers Program in South Carolina. This program enables the Center to serve as the liaison between transitioning military personnel who are interested in a second career as a teacher and the school districts. Traditionally, the percentage of African American males in the military has been higher than other careers.

The Center's partners in the Minority Teacher Recruitment Partnership, the MATE Program at Benedict College and the South Carolina Program for the Recruitment and Retention of Minority Teachers at South Carolina State University, have focused their minority teacher recruitment efforts on scholarships for college students and programs for instructional aides and technical college students. The Center supports the programs and services of the partnership members without duplicating their efforts.

Future plans to recruit teachers from under-represented populations include networking with community leaders and organizations. Specifically, the Center plans to 1) seek to increase minority representation for openings on the Task Force and 2) form a minority teacher recruitment committee that includes community and civic/service organization leaders as well as black church members. The Center will also strive to include more minority leaders on the Center's mailing lists for updates on teacher recruitment issues.

The critical issue of multiculturalism and cultural sensitivity continues to be a challenge for the Center. SCCTR made changes in the Teacher Cadet curriculum to

provide activities that will help develop future teachers as well as inservice teachers who are sensitive to differences in cultures. The Center staff will continue to search for additional methodology that will effectively communicate this goal.

Critical Subject Fields

Even though South Carolina continues to import teachers from other states, the state has not experienced an overall shortage of teachers. However, there are certain subject areas where critical shortages exist. Currently the critical need subject fields approved by the State Board of Education are mathematics, science, special education (all areas), foreign languages, industrial technology, and library science.

These shortages occur for many reasons — some within the control of the SCCTR and some not. First, many of the critical subject fields are in competition with other professions that generally pay higher salaries than teaching and have better work conditions than teaching. Furthermore, specialists like speech pathologists are now being highly recruited by hospitals, day care centers, and nursing homes. Institutions other than public schools can offer more flexible work hours and better salaries. Second, many of the critical subject areas are perceived as more difficult, and, as a result, many students who have typically chosen teaching as a career have not chosen to major in these subject areas. Third, few higher education institutions offer degrees in the critical subject areas. Some programs are more expensive to operate because of such factors as required labs. For example, the three programs in South Carolina that offer degrees in speech pathology are turning away large numbers of applicants. Thus, the shortage of speech therapists in this state is not the result of a lack of interest or a lack of qualified students for the programs but a lack of opportunities for these students to enroll in programs to obtain a degree in speech pathology.

The Center has made a concerted effort to communicate supply and demand information to students participating in the Teacher Cadet Program. Every Teacher in Residence makes a presentation on supply and demand during one of the visits made to Teacher Cadet sites. In addition, the ProTeam and Teacher Cadet curriculum include activities that involve students in hands-on experiences with the critical subject fields. For example, the Teacher Cadet curriculum features an activity that asks each Cadet to assume a disability for a day — wear a blindfold or earplugs, read everything upside down, sit in a wheelchair. The Cadets come away from this activity with an incredible sense of what it's like to be physically challenged and how teachers should treat students with special needs.

The 1994-95 Cadets were asked to indicate the grade level they plan to teach. The results reflect the efforts of the Center staff with 10% indicating plans to teach special education and another 33% indicating they plan to teach middle school or secondary education.

In 1993-94, the SCCTR was asked to serve as one of 12 pilot sites for a national program entitled SAY (Science and Youth). The program was developed at the University of California with funding from a National Science Foundation grant. The Center agreed to participate in the program

by incorporating SAY into the Teacher Cadet curriculum and field experiences. The goal of the program is to get more high school students interested in teaching science by giving them opportunities to teach hands-on science lessons to 9-14 year-olds. The SAY Program was piloted at one Teacher Cadet site, Dillon High School, during the 1993-94 school year. Six schools participated in the pilot in 1994-95 and the pilot will be expanded to 52 sites in 1995-96. Strategies on how to implement the SAY Program have been added to the Teacher Cadet curriculum and training sessions for Teacher Cadet teachers were held across the state during the summer of 1995. The implementation of the SAY Program in South Carolina is funded by an Eisenhower grant received by the Center. An evaluation of the implementation of the pilot sites was conducted by Dr. Charlie Fisher of the University of Michigan and the results will be available in fall 1995.

Future Center plans include the adoption or development of programs similar to SAY for other critical subject fields — especially mathematics and special education. The Center will use the experience from the implementation of the SAY Program as a model for addressing other critical subject fields.

In addition, the Center has already taken steps to inform policy makers of the need for a comprehensive teacher supply and demand study. The study is necessary to advise students of predicted future needs and to provide programs such as ones operated by the Center, the minority recruitment partnership members, and the MilCert Program benchmarks measure their effectiveness. This lack of a scientific method of collecting supply and demand data makes predicting and determining the critical subject areas guess work at best.

Underserved Geographical Areas

The teacher recruitment needs of the state's 91 school districts vary greatly. Some districts are flooded with teaching applicants in all areas while other districts have high turnover rates and spend an inordinately large amount of money on recruiting. The geographical areas most in need of assistance with teacher recruitment are generally the smaller, more rural school districts with high turnover rates.

The difficulty in serving the school districts with the most need for assistance is that usually they do not have a person designated to handle personnel functions, or the person designated has many other areas of responsibility. During 1994-95, seventy-seven out of 91 school districts used the services of the Job Bank. Ironically, some of the districts with the greatest perceived needs are the ones that don't take advantage of the free service the Job Bank provides. Repeated efforts have been made by the Center to let these districts know that the services are available and to provide numerous ways to communicate vacancies and to access information on available candidates.

The Center's Job Bank was implemented in 1987-88 to address the need school districts expressed to Center staff for a centralized location for teaching applicants. This service addresses the immediate needs of school districts while programs such as ProTeam and Teacher Cadet are based on the "grow your own" philosophy

and address their long-term teacher recruitment needs.

The Center has worked collaboratively with the South Carolina School Personnel Administrators and the State Department of Education for the past seven years to offer a job fair, the South Carolina EXPO for Teacher Recruitment. The EXPO was originally created to assist small, rural school districts with their teacher recruitment needs. By holding a job fair in state, school district personnel were not forced to travel to job fairs in other states to recruit. One of the challenges still facing the SCCTR is encouraging rural school districts to participate in EXPO. Fifty-four percent of the state's 91 school districts participated in the job fair held in June 1995. There are 16 school districts that have never participated in EXPO.

Beginning in the spring of 1995, Janice Poda chaired a committee for the State Board of Education to determine the criteria to be uses in designating rural schools where a person can teach and receive repayment credit for the Teacher Loan. Through this process the Center has gained valuable information on the schools and school districts who are having the greatest need in recruiting and retaining teachers. This committee is also studying the factors and barriers that impact the recruiting efforts made by these schools and school districts.

Collaboration

The Center for Teacher Recruitment works cooperatively with a multitude of organizations, agencies, businesses, and policy makers to promote the teaching profession both on the state and national level. The founders of the Center for Teacher Recruitment had the wisdom to include a broad section of the education community in the development and governance of the Center. This group has been expanded further over the years the Center has been in existence to include representation from most of the organizations and agencies that deal with education, as well as the business community.

Since its creation, the Center has been asked to provide input to the State Department of Education, the State Board of Education, committees of the Legislature, and other policy makers. In fact, Teacher Forum members are now asked to serve on legislative committees that require teacher representation. Members of the Center staff have written and published articles that promote the teaching profession in numerous state and national journals. Frequently, the media call for information and opinions and SCCTR staff members are often quoted in news articles.

Presentations at state and national conferences have also provided opportunities to promote the teaching profession. During the 1994-95 school year, the Center worked collaboratively to submit grant applications with the Commission on Higher Education, Recruiting New Teachers, Inc., the Council of Great City School Districts and the Council of Great City Schools of Education, and the 4-H SERIES Project. The Eisenhower grant has provided opportunities for the Center to work collaboratively with the state 4-H organization and local 4-H county agents.

The state teacher of the year receives a sabbatical the year he/she holds that title to

work at the Center as an ambassador for the teaching profession. With the time afforded by the sabbatical, the state teacher of the year is able to develop and articulate a platform on an issue that affects the teaching profession. This past year, Cathy Scott, our state Teacher of the Year, assisted the Science and Math Hubs by serving as their spokesperson. The state teacher of the year has a highly visible role and is often asked to speak to various education and civic groups about issues that promote the teaching profession.

SCCTR's Director Janice Poda has chaired or served on a number of statewide committees that promote the teaching profession. In addition, Dr. Poda is a member of various organizations where she is able to promote the teaching profession.

The Center staff are frequently asked to provide training to other states which are replicating the programs sponsored by SCCTR and serve as consultants to other states who are contemplating implementing teacher recruitment programs. During 1994-95, the Center staff provided services to schools, school districts, or statewide collaboratives in Arizona, Massachusetts, North Carolina, Oklahoma, California, and Texas. Additional requests for information about the Center have come from as far away as Canada.

The Center has the largest collaborative program between higher education and K-12 in the state. Currently, twenty-four (82%) schools of education are partnered with 119 Teacher Cadet sites. Seventy-five percent of the high schools in the state are now offering the Teacher Cadet Program. In addition, linkages between Teacher Cadet and ProTeam sites have been established.

In order to strengthen the collaborative efforts already in place, the Center implemented an e-mail system for use by the Teachers in Residence, the SCCTR staff, and anyone else in the network that has computer capabilities. Using the premise that everyone has a telephone, the Center piloted a voice mail system that allowed users to send one message to a number of people at one time or send/receive individual messages. Unfortunately, the voice mail service proved to be cost prohibitive and was discontinued. Ongoing efforts will be made to strengthen the communication system to help strengthen the programs and services of the Center and to help us better fulfill our mission.

1995-96 Goals

1. Develop strategies to educate the Legislature and the media about the needs of the teacher workforce and the work of the SCCTR

2. Provide leadership in helping South Carolina achieve National Goal #4, Teacher Education and Professional Development

3. Continue to strive to reach more males and minorities with SCCTR programs and services

4. Provide input to legislators on guidelines for scholarships/loans for education majors using the revenue generated from the Barnwell Nuclear Waste Facility

5. Work with African American leaders around the state to provide information about the SCCTR and the College HelpLine in our efforts to attract African American students (especially males) into the teaching profession

6. Seek the assistance of school guidance counselors in disseminating College HelpLine information

7. Provide students and parents with the most current information about college admissions, costs, and financial aid

8. Develop a video to communicate College HelpLine information to all Teacher Cadet classes.

9. Continue dialogue on recommendations for preservice education with colleges of education and policy makers

10. Develop a promotional video about the South Carolina Teacher Forum

11. Develop a brochure about the South Carolina Teacher Forum and disseminate to administrators and policy makers

12. Improve and increase the public's awareness and understanding of the South Carolina Teacher Forum

13. Continue efforts to revitalize and network local Teacher Forums

14. Provide opportunities for Teacher Forum members to network with policy makers

15. Monitor the pilot implementation of the Choices Club and disseminate information to ProTeam and Teacher Cadet teachers

16. Compile a Speakers Bureau by region for use by the Teacher Cadet teachers

17. Seek opportunities for more interaction between the College Partners, the Teacher Cadet Teachers, and the TIRs

18. Increase the number of speakers available for Teacher Cadet classes

19. Encourage more planning time between the Teacher Cadet teachers and the college partners

20. Encourage more on-campus visits by the Teacher Cadets – as well as more college partner involvement in the classroom

21. Expand the SAY (Science and Youth) Program to at least 52 Teacher Cadet sites

22. Place emphasis on special education through the dissemination of information on careers in special education and activities in the Teacher Cadet curriculum

23. Facilitate the implementation of NBPTS (National Board for Professional Teaching Standards) in South Carolina by working with policy makers to provide assistance and incentives to teachers who become nationally board certified

24. Continue to track former ProTeam students and develop strategies for recruiting these students for Teacher Cadet classes

25. Revise the ProTeam Curriculum to expand the opportunities for students to explore teaching as a career. Revisions will also include additional opportunities for students to provide service in their schools and communities. Provide assistance to the ProTeam teachers to implement these revisions

26. Recruit and place up to 200 second-career teachers and teacher aides who are separating from the military and participating in the Troops To Teachers Program

27. Provide additional direction to administrators in the selection of ProTeam teachers

28. Revise the family involvement component of the ProTeam Program, and provide additional assistance to teachers and administrators on the goals of the component and how to implement

29. Explore alternative and creative scheduling options, such as integrating the ProTeam curriculum with an academic curriculum. Share findings with teachers and administrators

30. Provide ProTeam teachers with more opportunities to discuss the curriculum and activities with other ProTeam teachers

31. Continue to seek ways to inform the public about the ProTeam Program

32. Expand the use of technology to assist applicants with job placement

33. Work with school districts to develop a model induction program for first year teachers

34. Develop a poster and other print materials to distribute to all schools in South Carolina explaining SCCTR programs and services

35. Continue to market former Teacher Cadets who are seeking teaching positions

Background

Structure

South Carolina is a national leader in the movement to improve public education. As evidence of the state's commitment to its 650,534 public school students, the General Assembly and taxpayers of South Carolina have invested nearly 2.65 billion since 1985 in one of the most highly regarded school reform efforts in the nation — the Education Improvement Act.

In 1989 the General Assembly passed a new package of school improvement programs – "Target 2000" – which represented an ambitious effort to move beyond the basic gains of the EIA toward a time when South Carolina's educators at the local level would have a great deal to say about the way teaching and learning takes place in their individual schools.

The most recent sweeping reform was passed in the spring of 1993 — the Early Childhood Development and Academic Assistance Act (Act 135). The Act emphasizes on early childhood development and academic assistance for students in the early grades. Shifting $95 million in state funding toward kindergarten through 3rd grade, the Act also requires a coordinated plan for 3 and 4 year olds and a parenting education/family literacy program, as well.

In order to benefit fully from these investments, South Carolina must have an adequate pool of quality teachers available to staff its public school classrooms. Based on the premise that true reform begins in the classroom, the South Carolina Center for Teacher Recruitment is an aggressive effort by the General Assembly, the state's public and private colleges and universities and the state public school system to recruit a new generation of academically able classroom teachers.

In 1994-95 the South Carolina Educator Recruitment Task Force, which oversees the Center, included representatives from 26 colleges and universities, state education agencies, professional education associations, the Legislature, and private businesses and industry. Changes in the by-laws in 1991 now allow the Task Force to elect a Policy Board of 15 members to direct the Center's activities. Five legislators, a representative from the governor's office, and a representative from the Commission on Higher Education serve as *ex-officio* members of this Policy Board.

By mutual agreement of the Task Force members, the Center is housed at Winthrop University which provides financial services and fiscal accountability for the Center. The Center's financial records are audited by the same procedures used by Winthrop University and authorized by the state of South Carolina. All purchasing procedures are carried out in accordance with the South Carolina Procurement Code.

The Center is not a Winthrop program in the sense that the university does not set its policies or approve its program budget. The Center reports annually to the state Commission on Higher Education, through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of the Center and two other programs which receive teacher recruitment funds for minority teacher recruitment — Benedict College and South Carolina State University. Under the Commission's leadership, these three organizations have formed the South Carolina Minority Teacher Recruitment Partnership to pursue their joint goals.

Provisos in the General Appropriations Act give program and budget review authority over the Center (and other EIA programs) to the Commission on Higher Education. Budget review authority is also given to the General Assembly's Select Committee on the Education Improvement Act.

History

In 1984, following the passage of the Education Improvement Act, a group of state leaders concerned about the condition of South Carolina's teacher supply pool organized an Educator Recruitment Task Force to study the problem. The Task Force decided that funds were needed to support a teacher recruitment effort that would complement the school improvements called for in the EIA.

At the urging of Task Force members and with support from concerned members of the House and Senate, the Legislature earmarked $236,000 for teacher recruitment projects in the 1985-86 fiscal year. The S.C. Commission on Higher Education received the funds and invited higher education institutions and others to submit proposals.

The Task Force submitted a successful proposal to use the $236,000 to begin a centralized teacher recruitment effort, to be known as the South Carolina Center for Teacher Recruitment. The Task Force accepted an invitation to house the Center at then Winthrop College, with the understanding that the Center would serve the entire state. (Winthrop continues to provide fiscal and personnel services to the Center.)

The Center became fully operational in February of 1986 when John Norton was named the first director. During the 1985-86 legislative session, the South Carolina General Assembly established a regular appropriation for the Center for Teacher Recruitment, using funds generated from the EIA sales tax. The appropriations are channeled through the Commission on Higher Education to SCCTR's fiscal agent, Winthrop University. Janice Poda was named the Center's second director in May 1990.

Budget

In FY 1986-87, the Center received a line item appropriation of $260,000. A budget proviso earmarked $24,000 of this sum for research at Benedict College into recruitment strategies that might increase the supply of minority students in rural school systems.

In FY 1987-88, the Center's line item

appropriation increased to $540,000. Of this amount, the Center received $360,000 for its own operations — a $124,000 increase over '86-'87. The additional funds allowed for the expansion of the Teacher Cadet Program, the addition of a second teacher in residence position and expansion of the Center's Teacher Job Bank. A budget proviso directed the Center to distribute the additional $180,000 in its line item evenly between Benedict College ($90,000) and South Carolina State College ($90,000) "... to be used by both colleges only for minority teacher recruitment programs."

For FY 1988-89, the Center received operational funds from the Education Improvement Act in the amount of $370,000 — a $10,000 increase over 1987-88. The additional funds covered cost-of-living increases for employees and provided a small fund to increase Teacher Cadet sites. By reducing expenses and cutting back in program areas that had proved less productive, the Center was able to add 20 new Teacher Cadet sites for the 1988-89 school year for a total of 74 high schools served at 70 sites.

A proviso in the 1988-89 budget act authorized the S. C. Commission on Higher Education to distribute to Benedict and South Carolina State colleges the $180,000 in minority teacher recruitment funds contained in the Center's line item. Several efforts to move these funds into a separate line item have been unsuccessful, but it is important to note that the Center does not receive or distribute these funds, although they do appear in the Center's line item in the state budget.

In the 1989-90 fiscal year, the Center received an increase of about $150,000 in its operating budget, bringing the total to $520,896. The Center invested these funds in an expansion of the Teacher Cadet Program and added a staff coordinator for the statewide program. SCCTR began pilot programs in three areas: minority teacher recruitment for middle school students (ProTeam), minority college counseling (College HelpLine), and national recruiting (Job Bank). The Center also undertook sponsorship of the Summer Teaching Careers Institute for rising high school seniors.

The budget for the 1990-91 fiscal year was increased to $753,396 which allowed the Center to double the size of the ProTeam Program, bringing the total sites to forty-four. An additional teacher in residence was added to work with the program. On-going interest in the Teacher Cadet Program expanded the program to 113 high schools, an increase of thirteen additional sites. The minority college counseling program, College HelpLine, was enhanced by adding a teacher in residence with this program as his/her primary responsibility. Two new clerical support staff members were added to assist with the expansion of the Center's programs.

An increase of $133,000 brought the budget for the Center for 1991-92 to a total of $886,396. This increase in funding allowed the Center to offer a residency to the South Carolina Teacher of the Year for him or her to be able to carry out the duties inherent with the title and to support the teacher recruitment efforts of SCCTR. The increase was also used to add eight additional Teacher Cadet sites for a total of 121, and to increase the number of ProTeam

sites from 44 to 54 middle schools. In addition, the Center started a new initiative for black males, the Crossroads Summer Institute.

The budget for the 1992-93 fiscal year remained at $886,396. The effects of the recession and Hurricane Hugo continued to plague the state budget. With frugal steps, the Center made minimal expansion in the Cadet and ProTeam programs.

Continued level funding of $886,396 was the appropriation for SCCTR for the 1993-94 fiscal year. Another tight budget year caused the Center, as well as other education agencies, to look for creative methods to fulfill its mission. With cutbacks in advertising and a realignment of the service delivery model to Teacher Cadet and ProTeam sites and local Teacher Forums, the Center was able to increase the Cadet sites to 130. The ProTeam sites were cut back to 41 for the 1993-94 school year.

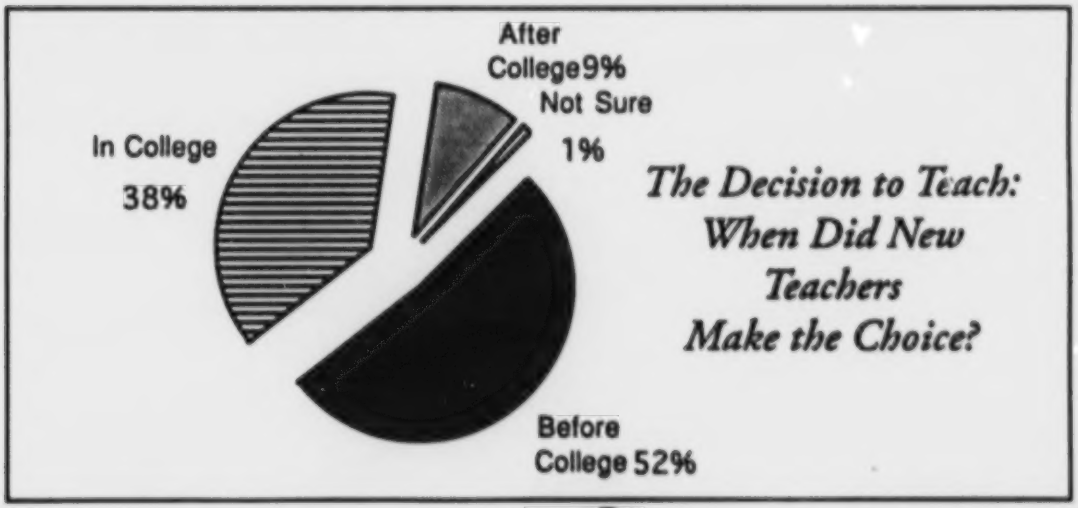
An increase in appropriations of $31,000 brought the Center's budget to a total of $917,736 for the 1994-95 fiscal year. The Center used the increase in funds to pay mandatory state employees and teachers in residence pay raises. In addition, the Center used the remaining increase to expand the number of Teacher Cadet sites to 145.

After a long and arduous battle, the Center for Teacher Recruitment received level funding for the 1995-96 fiscal year. The outpouring from the Center's constituents convinced policy makers of the need to continue to fund the Center and its programs. The Center has again made cuts to programs in order to pay mandatory state employees and teachers in residence pay raises and to increase the number of high schools involved in the Teacher Cadet Program to 147.

The Need for the Center

While South Carolina has not yet experienced a general teacher shortage, our state is experiencing shortages in a number of specific areas:

Rural - Rural schools continue to have

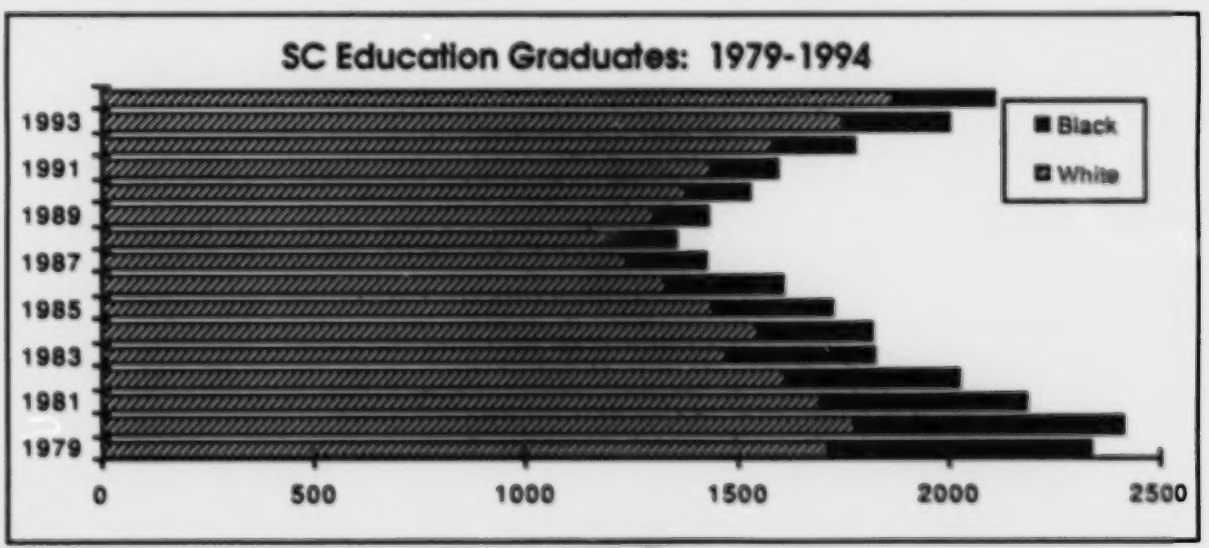


difficulty locating an adequate supply of teachers in many disciplines. As a result, rural school administrators are often forced to hire individuals of poor or mediocre quality, or they are forced to ask teachers to teach out-of-field. In a 1987 Center survey of rural superintendents, about half of those responding ranked the pool of candidates available for hiring as "poor" in at least one certification area. While the rural teacher supply has shown signs of improving as more young teachers are attracted from out-of-state, rural schools continue to suffer high turnover which weakens the stability of the system. A sustained, long-term effort supported by SCCTR is necessary in order for such districts to "grow" more of their own teachers.

Minority - In 1974, 30.5 percent of the state's public school teachers were black, while 38 percent of the student body was black. By 1994, the percentage of black students rose to almost 42 percent, while the share of minority teachers dropped to 18.2 percent. Nationally the picture is very similar — minority representation among teachers has declined from 13% in 1970 to less than 10% today.

This drastic decline in minority teachers means fewer black role models for *all* young students and less input into education policy from the black community. On a positive note, 1991-92 was the first year since 1987-88 that there was an increase in the percentage of minority teachers entering the teaching profession in South Carolina. There was another increase in 1992-93.

One of the challenges facing South Carolina as well as the nation is getting African-American students in the teacher recruitment pipeline. Nationally, in 1977, African-Americans were 42% more likely than whites to major in education. By 1987, they were 19% less likely than whites to major in education (National Center for Education Statistics, 1990). In addition, while people of color make up 25% of the college-age population, only 17% are actually enrolled in college.



Graduates Receiving Bachelor's Degrees in Education from SC Colleges/ Universities

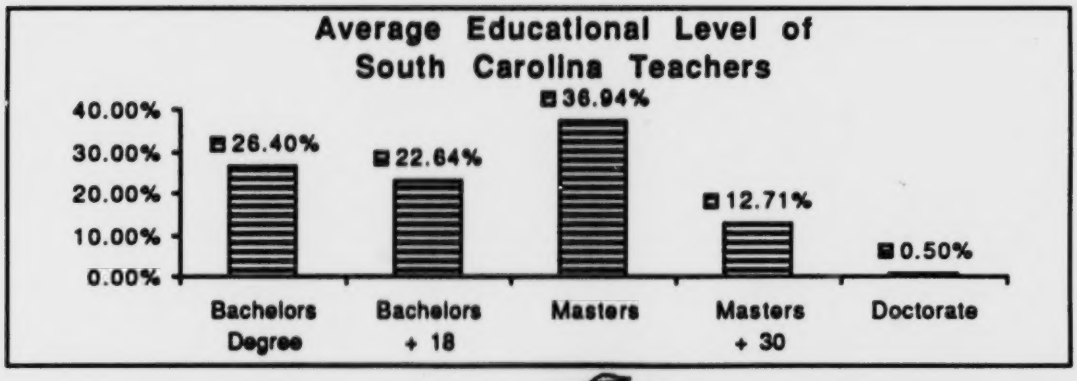
Year	Total	Black	% Black
1986-87	1424	187	13
1987-88	1358	169	12
1988-89	1433	132	9
1989-90	1532	155	10
1990-91	1596	157	10
1991-92	1779	194	11
1992-93	2004	257	13
1993-94	2108	242	11

Male - Across the United States in 1993, 28 percent of public school teachers were male. In South Carolina, 17 percent were male. Of the 242 minorities who graduated with degrees in education in 1993-94, 49 were black males. Feelings are mixed among educators on the need for a more visible male presence in the public schools at the instructional level; however, most educators agree that a need exists.

Specialty Areas - South Carolina has significant shortages in a number of certification areas including speech clinicians, all areas of special education, foreign languages, mathematics, chemistry, physics, industrial technology, and library science. These shortages, have been declared "critical" by the State Board of Education.

Overall Quality - Teaching's low esteem among college students has resulted in a shrinking pool of teacher candidates and consequent decreases in the overall qualifications of individuals choosing to pursue a teaching career. Nationally, between 1966 and 1985, for example, there was a 71 percent decline in the proportion of freshmen planning to pursue elementary or secondary teaching careers. While efforts like the Education Improvement Act and programs of the Center are attracting more young people and adults into teaching, there is evidence to suggest that the pool of individuals from which our teacher trainees are drawn still contains many students who are weak academically. Despite a significant increase of nearly 70 points in the average SAT score of entering teacher education majors, the average in 1994 was still only 817 – twenty-one points below the average for all South Carolina students.

Since the South Carolina Center for Teacher Recruitment was established in 1986, the states of Florida, Oklahoma, Georgia, Virginia, Maryland, Mississippi, North Carolina, California, Tennessee, Texas, Washington and Arkansas have



created similar programs. Most other states in the Southeast now have plans underway to establish teacher recruitment programs, increasing the need for South Carolina to take aggressive action to remain competitive in the teacher recruitment field.

Independent Evaluation

The South Carolina Center for Teacher Recruitment is monitored and evaluated for effectiveness each year by the South Carolina Commission on Higher Education. The Center's largest investments, the Teacher Cadet Program and ProTeam Middle School Program, have been thoroughly evaluated each year by the South Carolina Educational Policy Center (SCEPC) at the University of South Carolina. The evaluation includes longitudinal studies of former Cadets who are now teaching. Annual evaluation reports are available to interested persons.

Beginning in 1995-96 the Center, with the approval of the Commission on Higher Education, will restructure the program evaluation. Ongoing survey data from Teacher Cadets and ProTeam students will continue along with tracking of former Cadets. However, new areas for evaluation, including a ten year look at the Center's role in teacher recruitment in South Carolina will be explored. Appropriate state procurement practices will be followed in seeking appropriate vendors for the needed evaluations/services.

The minority college counseling program, College HelpLine, has been the subject of on-going evaluations by the SCEPC. In addition, the Center as a whole was evaluated by an out-of-state consultant, Dr. Robert Shoenberg, during May of 1993. Dr. Russell French of the University of Tennessee evaluated the Center and its programs during the spring of 1991. In 1995-96, the staff at the Commission on Higher Education will contract with an outside evaluator to conduct an overall evaluation of the Center for Teacher Recruitment, the MATE Program at Benedict College and the Program for the Recruitment and Retention of Minority Teachers at South Carolina State University. Other SCCTR programs are evaluated for effectiveness from time to time by consultants and/or staff.

How the Center Addresses Teacher Supply Needs

With the aid of its own research and the research of state and national scholars, and with direction from its Policy Board, the Center has developed a series of programs aimed at addressing the problems of rural supply, minority supply, male supply, specialty area shortages, and the problem of pool quality. These efforts include the following:

(1) Minority Recruitment
(2) ProTeam Program
(3) Crossroads Summer Institute
(4) Summer Teaching Careers Institute
(5) Teacher Cadet Program
(6) College Partnerships
(7) College HelpLine
(8) The South Carolina Teacher Forum
(9) Teacher Job Bank
(10) SC EXPO for Teacher Recruitment
(11) Troops to Teachers
(12) Advertising and Marketing
(13) *CenterPoint.*
(14) Teachers in Residence

Each of these areas is discussed in the pages that follow. While this annual report concentrates on the accomplishments of the Center during its ninth full year of operation (FY 1994-95), the narrative will include some discussion about plans for the 1995-96 fiscal year.

1995-96 South Carolina Teacher Salaries

Teacher salaries in South Carolina are based on a minimum salary schedule established by the state annually. School districts must pay the minimum salary mandated by the state using two criteria: 1) years of experience and 2) education. Education is divided into five categories: bachelor's degree; bachelor's degree and 18 graduate hours; master's degree; master's degree and 30 graduate hours; and doctor's degree.

The figures shown here are the minimum salary at various points on the salary schedule for the 1995-96 school year. Most districts pay more than these minimums. These estimates are based on 190-day teaching contracts.

Years of Experience:	None	17 Years
Bachelor's	$20,681	$30,235
Bach + 18	$21,612	$31,269
Master's	$23,679	$34,227
MA + 30	$25,747	$36,295
Doctorate	$27,816	$41,879

AVERAGE TEACHER SALARIES AMONG SOUTHERN REGIONAL EDUCATION BOARD (SREB) STATES

Rank	1994-95	Rank	1984-85
1. Maryland	$40,636	1	$25,861
2. Virginia	$33,753	3	$21,272
3. Georgia	$32,828	6	$20,607
4. Florida	$32,588	4	$20,836
5. Kentucky	$32,257	9	$20,230
6. West Virginia	$31,923	11	$19,563
7. Texas	$31,310	2	$23,259
8. Tennessee	$31,270	7	$20,474
9. Alabama	$31,144	8	$20,295
10. North Carolina	$31,079	5	$20,812
11. South Carolina	$30,341	10	$20,143
12. Arkansas	$28,409	14	$18,696
13. Oklahoma	$27,971	13	$19,019
14. Mississippi	$26,910	15	$15,923
15. Louisiana	$26,574	12	$19,490

National Average, 1994-95: $36,933 SREB states average, 1994-95: $31,622

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Program Evaluation Plan

After eight years of program evaluations being conducted by the South Carolina Educational Policy Center located at the University of South Carolina, the staff at the Center for Teacher Recruitment, with endorsement from its Policy Board, will redesign the program evaluation for 1995-96. Contract/s will be awarded for one year with the possibility of renewal for an additional year.

Past evaluations have utilized written surveys, focus groups, on-site and telephone interviews, and case studies to gather data from current ProTeam and Teacher Cadet students and teachers, administrators, college partners, former Cadets who are now in college, former cadets who have become certified in South Carolina, former Cadets who did not become teachers, and former Cadets who are currently teaching.

Much information gleaned from recent evaluations has been very similar to past evaluations and marginally helpful in improving programs. Consequently, a new evaluation design will be developed to include a survey of all Teacher Cadet classes. All students who participate at each of the approximately 145 TCP sites in 1995-96 (over 2,000 students) shall be administered a pre and post-survey. The pre-survey shall be conducted during the first week of the Teacher Cadet class. The pre-survey shall collect name, school, social security number, gender, date of birth, ethnic origin and career choice. The post-survey shall be conducted the last week of class for block scheduled semester sites and during the first week of May for year-long sites. The post-survey shall collect career choice, class rank, subject/grade level if planning to teach, SAT scores, college choice (using SAT college codes), and whether the Cadet was in the ProTeam Program.

Former Teacher Cadets will continue to be tracked to determine if they, in fact, become certified to teach.

The study will also include a survey of all students who participate in the approximately 40 ProTeam Programs (about 800 students) during the 1995-96 school year a pre-survey during the first week of class; a post- survey shall be administered during the final week of class for 18 week sites and during the first week of May for year-long sites.

A study of the Teacher Job Bank that will address the following questions will be devised.

By reducing the scope and shifting the focus of the ongoing annual evaluations, the Center will be able to shift fiscal resources to addressing more provocative programs. An indepth review of research data collected over the past nine years could provide helpful insights with respect to

teacher recruitment efforts undertaken by the SCCTR.

External Evaluation

An External Evaluation of all programs and operations of SCCTR is conducted every three years. A study was conducted in 1992-93; therefore, the next external evaluation will be conducted in 1995-96. The evaluator will be selected and hired by the Commission on Higher Education.

Minority Teacher Recruitment

Mission: The purpose of the minority recruitment efforts at the South Carolina Center for Teacher Recruitment is to address the continuing decline of minority students entering college and choosing teaching as a career.

Numerous reports have documented the problems faced by public education in the State of South Carolina and nationally. Among these findings are 1) an acute shortage of minority teachers; 2) the disappearing African American male teacher; 3) the declining number of academically talented students electing to pursue degrees in teacher education; 4) the rising number of non-traditional students with special needs, expressing an interest in becoming a teacher, provided that programs are accessible and 5) the increasing number of minorities committed to becoming teachers but unable to meet all entry, retention, exit and certification requirements without academic intervention.

The need for teachers of color has already reached crisis proportions: their representation among teachers has declined from 13% nationally in 1970 to less than 10% today. Indeed, if current trends continue, minorities will comprise more than one third of K-12 school enrollments nationally but only 5% of teachers by the end of this decade. As the nation's classrooms become increasingly multicultural and multi-ethnic in make-up, teachers of color are vitally needed to serve as academic leaders, cultural translators, community resources and role models for students of all ethnic and racial backgrounds.

Minority teacher supply coupled with changing demographics paint a distressful picture for public school children. According to a recent survey on "Strengthening the Relationship between Teachers and Students" conducted by (AACTE) American Association of Colleges for Teacher Education, 41 percent of the minority teachers polled said they were likely to leave teaching, as opposed to 25 percent of the non-minority teachers.

A second survey, conducted by Metropolitan Life, reports that 20 percent of teachers who liked their jobs were likely to switch jobs. Mary Hatwood Futrell, former National Education Association (NEA) president, points out in an article entitled "The Exodus of Black Teachers" that by the year 2020, black Americans will make up 35 percent of the students in our public schools while only nine percent of the K-12 teaching force in the United States will be black Americans. Our nation's Hispanic

population on the mainland will expand from 11% to 14%, the Asian population will expand from 1.5% to 5% and the Native American population will double to 1%.

Minorities continue to be underrepresented among degree recipients compared to their enrollment levels in higher education. Of those minority students who do acquire a post-secondary education, fewer are choosing teaching as a career than in the past. According to The Conditions of Education, 1989, the historically black colleges lost 40% of their teacher education enrollment from 1977 to 1986. Nationally, only 6,000 new black teachers are entering the teaching profession each year. College freshmen interested in teaching has declined for both minority and white students. Among white freshmen, the percentage interested in teaching careers has declined by over one-half (from 21.4 percent in 1966 to 9.5 percent in 1988). Among minority freshmen, the percentage interested in teaching has declined by over three-quarters (from 20.6 percent in 1966 to 4.9 percent in 1988).

The significant decline in interest in teaching among minority freshmen is due in part to the increase in their career opportunities as a result of the civil rights movement. According to Gort (1989), a complex set of factors deters blacks from pursuing education as a career. As with academically and financially able female students, minorities are attracted to more lucrative careers in other fields; teacher qualifying examinations attempt to impose higher standards of educational proficiency without addressing the root causes of educational deficiencies and financial aid cutbacks (or the perception of cutbacks) have had a chilling effect on the number of black students aspiring to become teachers.

South Carolina

In South Carolina, we are experiencing a steady decline in the number of minority teachers employed by the state's school districts. Since 1975, the percentage of black teachers in the total teaching population has dropped from 31% to slightly more than 17%. Put another way, South Carolina has lost about forty percent of its black teachers since 1975.

This steady decline in the percentage of minority teachers prompted the State of South Carolina to pass legislation in 1984 specifically enacted to increase the pool of minority teachers in the state. The result has been a gradual increase in the number of graduates from South Carolina colleges receiving Bachelor's degrees in Education and entering the teaching profession (see chart below).

While the State of South Carolina has experienced some increase in the number of students graduating from its colleges with

Graduates Receiving Bachelor's Degrees in Education from SC Colleges/Universities

Year	Total	Black	% Black
1986-87	1424	187	13
1987-88	1358	169	12
1988-89	1433	132	9
1989-90	1532	155	10
1990-91	1596	157	10
1991-92	1779	194	11
1992-93	2004	257	13
1993-94	2108	242	11

degrees in teacher education, the number of minorities entering the profession still presents a dismal picture. A little over 2% of the state's 1993-94 teacher education graduates were black males and a little over 9% were black females.

Teacher Cadet

In 1985 a group of state leaders concerned about the condition of South Carolina's teacher supply pool organized an Educator Recruitment Task Force to study the problem. At the urging of Task Force members and with support from concerned members of the House and Senate, the Legislature earmarked funds for teacher recruitment projects. The project developed into a centralized teacher recruitment effort known as the South Carolina Center for Teacher Recruitment. The South Carolina Center for Teacher Recruitment began offering a year-long high school course in education (the Teacher Cadet Program) for talented high school juniors and seniors to abate the decline in our minority teacher population.

Between 1986 and 1988, minority enrollment in the Cadet program hovered between 30 and 33 percent. A small decline in minority participation in 1988 prompted the Center staff to examine carefully Cadet enrollment by race at each participating high school in relation to the school's total minority enrollment. Schools with abnormally low minority Cadet enrollments received special letters from the Center raising this concern, and an article on aggressive minority recruiting was included in CadetNet, the SCCTR newsletter distributed to all teachers in the program. In 1993-94, the Center staff developed guidelines for increasing the minority and male enrollment in the Teacher Cadet Program and shared them with the Teacher Cadet teachers. In a further effort to address this issue, the SCCTR staff set high minority enrollment as its first priority for new Teacher Cadet sites. Although the very successful Teacher Cadet program has served hundreds of minority youth, many bright students have written teaching off long before their junior or senior year of high school. In 1993-94, the percentage of minority students in the Teacher Cadet Program was 28%.

In 1994-95, the SCCTR continued along these lines and set high minority enrollment as it's first priority for all Teacher Cadet sites. All schools received a letter from the minority recruitment specialist. The purpose of the letter was twofold: 1) to make everyone aware of the need to actively recruit from the pool of qualified minority and male students present, and 2) to salute those schools who have recruited for diversity in their Teacher Cadet class and encourage them to continue. Additional articles on aggressive minority recruitment strategies were included in *CenterPoint* and also distributed at the megaconference. In 1994-95, the percentage of minority students in the Teacher Cadet Program was 28.69%. Twenty percent of the minority students participating in the 1994-95 Teacher Cadet Program indicated their interest in pursuing teaching as a career, including a 100% increase over the previous year's Cadets in the percentage of minority male students indicating their interest.

The SCCTR experience with minority students in the Teacher Cadet Program reveals two facts: first, by the senior year in

high school, many minority youngsters have already completely dismissed teaching as a career option; second, many minority students who might be interested in teaching are not in a college track in high school and do not qualify for the Teacher Cadet Program. Clearly, SCCTR needed an additional minority recruitment program that reached students earlier than the junior and senior years in high school. As described below, SCCTR developed the ProTeam Middle School Program to address this need.

ProTeam Program

During 1989-90, with seed money provided through a grant from the Edna McConnell Clark Foundation of New York, the Center launched ProTeam, a middle school minority recruitment program. A curriculum, *DreamQuest: The ProTeam Experience*, developed by Dr. Ken Bowers, Jackie Stanley, John Norton and the SCCTR staff, was designed to interest minority adolescents in college and teaching. The curriculum provides specific focus in four strand areas: self-esteem development, working in groups, helping others and dreaming/goal setting about college and a professional educational career. This program recognizes that many capable minority students give up on college before they ever begin the ninth grade because of a lack of support at home or in school. Twenty-two pilot sites with high minority populations were targeted in the pilot group.

Generous support by the South Carolina Legislature allowed ProTeam to double in size to 44 sites during the 1990-91 school year. Continued support saw a climb in school participation to 53 sites during the 1991-92 school year. In 1992-93, the number of ProTeam sites remained relatively the same with 55 sites. In 1993-94, the SCCTR implemented new program implementation requirements that mandated that the ProTeam course be offered either as a semester or year-long course. Forty-one schools participated in the ProTeam Program in 1993-94. Schools can offer ProTeam as an eighteen week or year-long course with an accompanying club. A club activities handbook was designed to allow for year-long student involvement and could conceivably span a two-year cycle.

A major component of the ProTeam Program is a parent seminar component. The seminar includes information for parents to utilize in promoting continued success of the students, high school requirements for college bound students, selecting and financing higher education and teaching as a career choice or as a part of a professional career plan. Parent activities were written and incorporated throughout the ProTeam curriculum and shared with the ProTeam teachers during the 1994-95 school year. Forty-seven former ProTeam students participated in the 1994-95 Teacher Cadet Program.

College HelpLine

SCCTR has uncovered another "fact" in its nine years of work with the Teacher Cadet Program. Many students with an interest in attending college do not receive the necessary advice and support needed to actually enroll in higher education. This support is especially needed by minority, first generation college bound, and low-income students, who are least likely to receive help from guidance counselors,

parents or college admissions offices. In response to this problem, SCCTR sought funds in the 1989-90 fiscal year budget that would allow the Center to provide one-on-one support and advocacy for minority students in the Teacher Cadet Program, as well as other referrals. We call this program "College HelpLine."

College HelpLine personnel worked with approximately 100 referrals in 1990-91. The number of students doubled to 200 served in 1991-92. In 1991-92, SCCTR began arranging visits for students to college campuses by providing small stipends to Teacher Cadet teachers and other volunteers. The number of students reached through the College HelpLine exceeded 400 in 1992-93 with almost half of the students served being minority. Again in 1993-94, 428 students were served. More clients outside the Teacher Cadet Program were reached, and almost half of the clients were minorities. In 1994-95, over 200 students were provided follow-up services from the College HelpLine Specialist. All Teacher Cadets as well as a number of other potential teachers received information through the College HelpLine Program.

Minority Recruitment Partnership

The Center continues to work cooperatively with Benedict College and South Carolina State University in their minority recruitment efforts. The Minority Recruitment Partnership expanded its collaborative efforts by utilizing facilities and expertise of all partnership members:

• Dr. Mary E. Cheeseboro, director for the South Carolina Program for the Recruitment and Retention of Minority Teachers, located at South Carolina State University, presented a workshop on multiculturalism at SCCTR's annual Teacher Cadet Student Delegate Conference.

• The South Carolina State program provided for the opportunity for involvement of all partners in the content of the *Minority Teacher Recruitment* Newsletter

• Members of the MATE Program's Summer Residency Program, sponsored by Benedict College, shared their skills and knowledge gained during their three-week program through an entertaining presentation for the South Carolina Teacher EXPO Job Fair

Other Activities

Diversity Symposium: In September 1993, the SCCTR along with the South Carolina Association of School Personnel Administrators, the South Carolina School Boards Association and the South Carolina Alliance of Black School Educators sponsored a day-long workshop on diversifying the teacher workforce. A handbook entitled *Increasing the Diversity of Your Teacher Workforce* was prepared as a tool to assist administrators, school board members and community representatives as they explore together the dilemmas associated with diversifying the teacher workforce. John Norton, former SCCTR Director and now Vice President for Information at the Atlanta-based Southern Regional Education Board, served as editor and lead writer for the project. During 1994-95 the SCCTR has continued to assist and share the handbook "Increasing the Diversity of your Teacher Workforce" with school districts as

they develop plans to diversify their teaching staff.

There are plans to conduct another Minority Symposium in September 1995 in Savannah, Georgia. The Symposium, "Linkages to Minority Teacher Recruitment", will be co-sponsored by the SCCTR, Georgia Southern University, Georgia Association of School Personnel Administrators, Georgia Public School Recruitment Services, and the South Carolina Association of School Personnel.

In the spring of 1995, the Center's Minority Recruitment Specialist, Pamelia Liely-Brown made a presentation during a career fair for minorities in education held at USC-Lancaster.

In the summer of 1995, the Center's director Dr. Janice Poda and other members of the Minority Recruitment Partnership were presenters at the South Carolina Alliance of Black School Educators Conference. The focus of this panel discussion was "Local, State and National Perspectives on Recruiting and Training for Diversity."

The Center staff will continue to network with other minority organizations in an effort to get our message to young people of color that there is a great need for minority teachers.

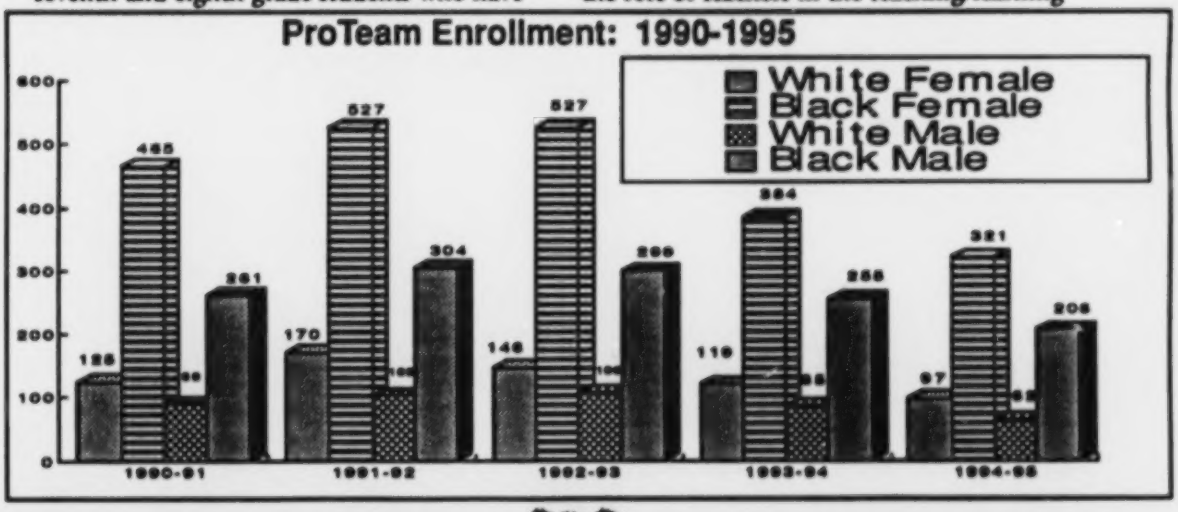
Minority Recruitment Specialist: In 1994, Pamelia Liely-Brown joined the Center as Teacher In Residence And Minority Recruitment Specialist. Mrs. Liely-Brown, a business education teacher from Terrell's Bay High School in Marion County, taught the Teacher Cadet Course before joining the Center. As the Minority Recruitment Specialist, Mrs. Liely-Brown is responsible for coordinating and incorporating minority recruitment in all of the programs of the SCCTR. She assisted in Teacher Cadet curriculum revision, planned conferences for teachers and students, as well as conducted training sessions.

ProTeam Program

Mission: The mission of ProTeam, the Center's middle level recruitment program is 1) to make students who exhibit the potential for success aware of the skills needed to complete college and consider education as a viable career option and 2) to expand the pool of minority and male teachers available to the public schools of South Carolina.

The Center's ProTeam middle school program is designed to be part of a continual process offering guidance and support to prospective teacher education candidates. ProTeam is offered at the beginning of the continuum and serves as a "seed planting" mechanism to interest young people in the teaching profession before they are "turned off" to the possibility of a career in education. The Center has made major financial and human resource commitments to the development of the ProTeam Program which is offered to seventh and eighth grade students who have demonstrated academic and social potential to be successful in a high school college bound track and eventually in a college professional training program.

The program exposes students to class activities which build self awareness and confidence, group and teamwork skills, the nature of helping one's self and others, and the validity of setting a goal and devising a plan to achieve that goal. Throughout the curriculum, students are exposed to the art and craft of teaching and close inspection of the role of teachers in the teaching/learning



process. The overall emphasis in the curriculum is to help students develop goals and a personal vision for the future.

The Center provides grants of up to $750 per site to support the program. This grant provides support for the class and for teacher training materials. Each semester-long class receives a $125 grant to purchase supplies, curriculum materials, provide additional activities, etc. Year-long classes received a $250 grant beginning in 1993-94. Approximately $500 is set aside for each site to cover training and materials costs incurred by the Center.

During the 1994-95 academic year, 37 middle/junior high schools in 29 school districts offered the ProTeam course to almost 700 students. Sixteen were semester programs (3 schools offered classes both semesters) and 20 programs were year-long. Seventy-four percent were students of color, and they were served along with 26% non-minority students. African American females represented the largest participant group (47%) with combined male participation reaching 268 (approximately 40% of the total group).

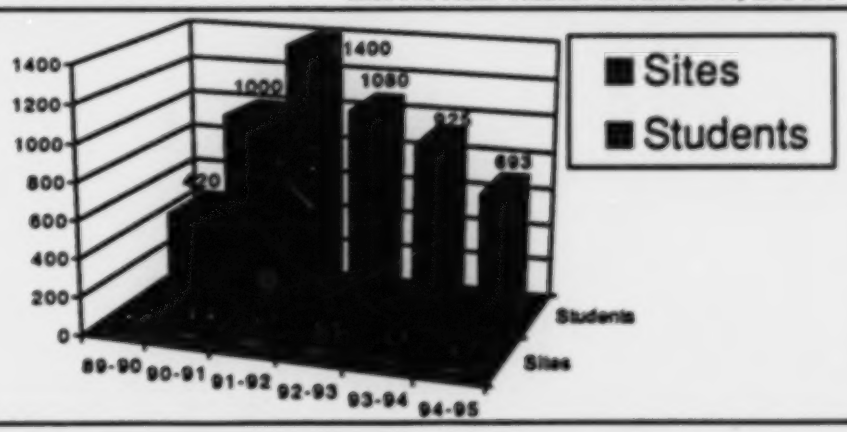
ProTeam grew out of an SCCTR decision in 1988-89 to take additional steps to address a predicted long-term shortage of minority teachers in South Carolina by planning for the late 1990s and beyond. National research has confirmed SCCTR's own conclusion that effective recruitment of talented minority youngsters into the teaching profession must begin earlier than the junior and senior years of high school, where the Teacher Cadet Program concentrates its efforts. The SCCTR staff made a commitment in the fall of 1988 to develop a pilot middle school program to address this need.

By the end of the 1994-95 school year, over 3,500 middle school students had had their interest in the teaching profession piqued by this hands-on, self-exploratory course. Approximately seventy-five percent of these students have been minority students. In 1994-95, forty-seven former ProTeam students participated in the Teacher Cadet Program. This is the first year that SCCTR has been able to track former ProTeam student's participation in the Cadet Program.

Program Design

In April 1989, Jacqueline Stanley, the first ProTeam Teacher in Residence, and the

ProTeam Sites and Number of Students Served 1989-1995



SCCTR staff met with a group of middle school teachers and administrators to discuss program design. This consulting group developed the name "The ProTeam" for the middle school effort, underscoring the program's goal to help students be pro-success, pro-college, pro-teaching, and to develop a "professional attitude" toward life. The consulting group recommended that SCCTR develop both a club curriculum and a nine-week exploratory course curriculum for the project.

During the first ProTeam pilot year, 13 middle schools used a club approach, where students met twice or more each month for an hour and took part in curriculum activities. Nine schools decided to offer a nine-week exploratory course. An evaluation of this first year effort led SCCTR to change the program and require that all new ProTeam sites offer a course prior to beginning a ProTeam Club, and that at least 80 percent of club members be graduates of the course. This decision was made with the support of teachers at many of the schools using the club format; they agreed that students needed more contact time with teachers and with each other to "bond" themselves into a group, and to cover the curriculum material adequately. Schools offering the club format during the pilot year were allowed to continue to offer only a club for one more year – although most 1989-90 pilot schools decided to begin with a course in 1990-91.

SCCTR now recommends that the ProTeam program begin in the first semester of the 7th grade, and that the ProTeam club include 7th and 8th graders who have been exposed to the core curriculum. In order to provide separate activities for the ProTeam clubs, the curriculum team prepared a club activities handbook with 32 hours of club work supplemental to the four strands of the core curriculum.

Beginning in 1993-94, nine-week ProTeam classes were phased out. All research and feedback from teachers pointed to the fact that nine weeks is not a sufficient amount of time to achieve the goals of ProTeam. The eighteen-week (semester) or year-long implementation models followed by an optional club were the only acceptable models beginning with the 1994-95 school year.

Scheduling continues to be a challenge for middle schools that want to continue or begin a ProTeam Program. The team concept and block scheduling will continue to offer challenges and possible solutions to this dilemma.

Curriculum: In early August 1989, SCCTR completed work on a pilot curriculum for the ProTeam program. Dr. Kenneth Bower, an education professor at the College of Charleston and author of the SCCTR Teacher Cadet curriculum, served as primary author. Mrs. Jacqueline Stanley screened Bower's work and developed additional materials; John Norton, then Director of the SCCTR, served as editor and desktop publisher. The *DreamQuest* curriculum stresses four curriculum "strands": building self-esteem, developing group skills, learning what it means to help (and teach), and building a vision of a professional future that might include teaching.

Several of the 1989-90 pilot sites asked the Center to develop an optional 18-

week ProTeam curriculum because of the course's popularity with students. During the summer of 1990, the curriculum writing team met this request by adding more teaching and community activities. The team also carried out minor revisions of the existing curriculum, based on the recommendations of pilot site teachers.

During the summer of 1992 a curriculum revision committee of ProTeam teachers and SCCTR staff revised and expanded the *DreamQuest* curriculum to allow for more exploration in the areas of critical teaching needs and major teacher skills, such as planning. Also, efforts to promote more diversity were included in the support materials, and new curriculum activities that require use of these materials to learn more about people of color and diversity were added.

In the summer of 1994, Virginia Ward, SCCTR Teacher in Residence, spearheaded the development of family involvement activities to accompany the *DreamQuest* curriculum. The family involvement activities were infused into the curriculum to make it easier for the ProTeam teacher to assign the family involvement activities at the same time the students were doing related activities in the classroom. The revised curriculum that included the family involvement activities were distributed to the ProTeam teachers at the megaconference where they received an overview. The activities were piloted during the 1994-95 school year.

Community Service: A unique feature of the ProTeam curriculum is the community service activity. The extended activity requires that students spend twelve or more hours involved in teaching someone to do something, tutoring someone, or performing a service for someone. Some locations used for the community service activity include daycare centers, HeadStart Programs, retirement homes, hospitals, and special education classes.

Teaching-Like Experiences: A very successful means of introducing students to the teaching profession is through teaching-like experiences. ProTeam students observe in classrooms of younger students, and plan and present lessons to their peers and others.

Family Component: The family workshop is an extension of the core curriculum and is considered a key to the success of participating sites. The research conducted on the ProTeam Program by the South Carolina Educational Policy Center, as well as other national research, points to the significant influence parents and guardians have on their child's career decisions. All sites are asked to invite parents to receive a brief orientation of the ProTeam Program followed by a family workshop entitled "Strengthening the Team." For the first four years , the family workshops were conducted by SCCTR staff. Beginning with the 1993-94 school year, ProTeam teachers and guidance counselors were trained and empowered to conduct these workshops at their schools with minimal assistance from SCCTR staff. The workshop provides information essential to strengthening family support, enrolling in college bound high school curriculum, selecting and financing a college education, and exploring career possibilities in education. This component was previously called the "parent workshop", but because some

families do not consist of biological parents and their children, (some families are headed by grandparents, aunts, older siblings, or foster parents), this component was renamed the "Family Component" in order to be more sensitive and inclusive to all families.

In 1994-95, 27 family workshops were held around the state. The family workshop is very well received as evidenced by the quotes that follow:

- "Excellent, useful information"
- "The information about preparing for our child's education and the cost. To realize the importance of early preparation"
- "Learning that she can go to college"
- "The information on graduation and college requirements and suggestions on financial aid"
- "How to cope with others"
- "If we wanted to be a teacher, what we could do"
- "It made me think about going back to school to be a teacher myself"
- "Being familiar with the college prep courses that my child needs to prepare her for college"
- "The packet on the family strong points and on colleges and how to choose them"
- "Stressing the need for middle school students to be on the way to considering their college career"
- "The description of the ProTeam Program"

During the 1994-95 school year, the *DreamQuest* curriculum was revised to infuse family involvement activities throughout. These family involvement activities accompany the lessons in the curriculum. In this way, family members can also be involved as members of the ProTeam student's educational support team. These activities are also very useful because they give families the opportunities to a be a part of and be aware of the skills being taught in ProTeam.

Club Curriculum: SCCTR recommends the use of the ProTeam club curriculum with students once they have completed the core curriculum. The club activities are designed to follow the same units as the core curriculum and are used to remind students of the basic goals of the ProTeam Program. SCCTR guidelines require that eighty percent of the club members are students who participated in a ProTeam class. The other twenty percent can be drawn from the student body at large but must meet the criteria for entry into the core course.

ProTeam Personnel

Assistant Director: Rita Stringfellow, who filled the new position of Assistant Director in February 1992, served as a liaison between the ProTeam Program and other Center programs and as a coordinator of ProTeam activities. Among her responsibilities were working with the Teachers in Residence in planning and carrying out teacher training and conferences, assisting in coordinating activities with college partners, aiding in the development of long-range and short-range goals for the ProTeam Program, and assisting with the expanding responsibilities associated with the ProTeam Program, including site visits and mailings.

ProTeam Specialist: In 1993 Bernice Davis-Cooper joined the Center as a Teacher in Residence with the ProTeam

Program. Mrs. Davis-Cooper, a language arts teacher from Chavis Middle School in Williamsburg County taught one of the ProTeam pilot sites before joining the Center. The 1994-95 school year was the last for Bernice with the Center; she will return to her teaching duties at Hemingway High School in Williamsburg County where she will pilot a Choices Club.

ProTeam Administrative Assistant: Tammy Gillett assisted the TIRs and worked to ensure that ProTeam teachers received materials that they needed from the Center.

1993-94 Developments

Regional Service Delivery Model: Beginning with the 1993-94 school year, the Center began offering its services through a regional delivery model. This involved dividing the state into six areas or regions. Each region was serviced by a designated Teacher in Residence. Each Teacher in Residence worked with all Center programs within his/her geographic region. This regional delivery model made visiting ProTeam sites and attending Family Workshops much easier for the Teachers in Residence. Support to ProTeam teachers, students, and parents has been heightened as a result of the implementation of this service delivery model.

Articles: Articles describing the ProTeam Program have appeared in the Minority Teacher Recruitment newsletters. The Minority Teacher Recruitment newsletter is published by the South Carolina Program for the Recruitment and Retention of Minority Teachers in collaboration with the members of the Minority Teacher Recruitment Partnership. Several other articles about ProTeam appeared this year in newspapers across the state including, *The Florence Morning News* and *The Times and Democrat.*

Presentations: Presentations describing the ProTeam Program were made in 1994-95 to the Personnel Network of the Olde English Consortium in Rock Hill and at the South Carolina Education Association Conference in Myrtle Beach, South Carolina.

Teacher Handbook: During 1993-94, a ProTeam Teacher's Handbook was completed to assist teachers with the logistics of operating a ProTeam Program. In addition, the handbook offers tips to ProTeam teachers on selecting students for the program and managing and scheduling field experiences.

Selection Criteria: Criteria for entry into the ProTeam Program were revised and disseminated to ProTeam teachers, guidance counselors, and administrators during 1992-93. The "potential for success in high school and college" was further defined as:

- placement in the top forty percent of the class (as defined by standardized test scores)
- previous overall school performance
- recommendations from previous teachers
- interest in education careers or other professional careers

Some schools have added an essay component to this selection criteria that asks the students to tell why they want to be in the ProTeam Program, why they want to go to college, or why they do or do not want to be an educator. Still others have

developed an application for students to submit if they would like to be considered for the ProTeam Program. The revised selection criteria was fully implemented in 1993-94.

The Choices Club: During 1992-93, SCCTR staff members designed and developed a club curriculum and format for former ProTeam students when they enter high school. The purpose of the club is to provide a way to continue to support the student's progress toward realizing their goals of successfully completing college and pursuing careers with special emphasis on teaching. Ideally, ProTeam and Teacher Cadet teachers will work with the Choices Club as a joint effort thereby strengthening the connections between the two programs.

Out-of-State Training: SCCTR's staff provided training for teachers, college personnel, and administrators in Arkansas during the 1994-95 school year.

New Teacher Training: The SCCTR staff conducted a two-day training for new ProTeam teachers in April 1995 and a make-up session in August 1994.

Fall Curriculum Training, Rock Hill, S.C.: Teachers from all of the Center's programs gathered at the Baxter Hood Conference Center, a state-of-the-art technological facility, for a two and one-half day conference. The conference theme was "2001: A Teaching Odyssey". The conference included concurrent sessions and dynamic guest speakers. This cross-program conference provided teachers in all of the Center's programs the opportunity to gain awareness of other programs and network with teachers in their specific programs.

ProTeam Advisory Meeting: In the fall of 1993 a group of ProTeam teachers met to discuss and select a "core curriculum" for the ProTeam Program. These exemplary teachers chose activities from the ProTeam curriculum they thought essential to every ProTeam. As a result of this meeting, a "core curriculum" was chosen for the ProTeam Program. A copy of the core curriculum was shared with the ProTeam teachers at the fall 1993 curriculum conference with the expectation that every ProTeam teacher should teach at minimum the "core curriculum" activities.

Student Letter-Writing Campaign: When the SCCTR's future was threatened by budget cuts, ProTeam students across the state launched massive letter-writing campaigns to make their state legislators aware of their support of the ProTeam Program. Many students received written responses from their lawmakers as well as from Governor David Beasley. Both ProTeam teachers and parents of ProTeam students actively participated in the letter-writing campaigns.

Regional College Days: In the spring, five regional college days were held across the state for all ProTeam students. They were held on the campuses of the College of Charleston, Winthrop University, Coker College, Claflin College, and Clemson University. Students had the opportunity to tour these college campuses, participate in concurrent sessions, and meet college education majors and Teacher Cadet students.

Evaluation

The sixth annual program evaluation of the ProTeam Program was completed by the South Carolina Educational Policy Center under the direction of Dr. Gay Rowzie. The data collection method for this study consisted of interviews and surveys. A self-esteem instrument was added to the evaluation design during 1992-93. The study survey consisted of questions regarding the student's future plan, including post-high school and career plans, and 30 items related to student self-esteem. All of the ProTeam teachers were given a survey following the completion of their program. Six sites were selected for site visits, three semester long and three year long programs.

Findings

College Aspirations

Does ProTeam increase the number of students wanting to go to college? As indicated in the ProTeam studies for the previous three years, most of the students surveyed stated that they had planned to attend college, even before they took the ProTeam class. The data supports last year's findings that ProTeam encourages students to consider a variety of post high school options.

Post High School Plans

Do ProTeam students' grades and behavior improve? It was clear from the site interviews that approximately 75% of the thirty students interviewed credited the ProTeam activities with improving their work and/or participation in their other classes. Students specified that ProTeam had helped improve their grades, their study habits, their ability to participate in class discussions, and their ability to have a more positive attitude about school. Some representative student comments were:

"ProTeam has helped me to try harder and pay more attention in my classes."

"ProTeam has helped me be more prepared for tests – I have more confidence in myself and I am more interested in school."

"ProTeam has shown me that I need to straighten up. I'm trying harder."

"ProTeam keeps me focused. It has helped me with my behavior; I do better in my other classes."

"I was skeptical at first, but ProTeam helped me realize that I want to go to college. It got me interested in different options of what I want to be in the future."

Teaching as a Career

Do students want to become teachers after they have been in ProTeam? Over half of the students (63%) did not want to become teachers when they started the program. After completing ProTeam, 36% of the students indicated they would consider teaching as a career. This is a 3% increase over last year's reported data. Thirteen percent (13%) said, "No, I would not consider being a teacher," at the beginning of the ProTeam Program, and then said, "Yes, I would consider being a teacher," at the end of the ProTeam Program.

Are student's perceptions of teaching changed? Interview responses revealed that students developed a stronger understanding of, and appreciation for, the teaching

profession. The student's perception of teaching appeared to be related to the type of ProTeam teacher they had, and the type and quality of activities the students were exposed to during the program. Some representative comments were:

"We got to make lesson plans, teach lessons, and visit special classes."

"You need a lot of patience with kids; there are the class clowns and smart-mouth kids."

"The teaching activities showed me how much work you have to do, it's (being a teacher) a lot more work than I thought."

"Working with students you feel like you've helped someone. Also I learned how important an education is."

"I would like to be a teacher because I want to help kids become successful."

"It's a great profession. Teachers don't get paid much but their enjoyment, helping others would be great."

Self-Esteem

Does the self-esteem of ProTeam students improve? The Hare Self-Esteem Scale, a measure of self-esteem for young adolescents was used to examine changes in self-esteem among ProTeam students. This self-esteem scale is divided into three parts with ten statements about self and peers, ten statements about self and family, and ten statements about self in relation to school. Survey responses indicate that overall that there were slight decreases in the student's self-esteem. This differs from both the 1993 and 1994 study. Although the questions from the Hare Self-Esteem Scale do not show significant gains in the self-esteem of the students, the one-on-one interviews with the ProTeam students did provide information which indicates that the students think that the ProTeam Program has helped them to feel better about themselves as a person and to feel more capable in their school work. Some representative comments include:

"ProTeam has been a great course. It has helped me clear up my mind."

"ProTeam has helped me to talk in front of a class, how to be open-minded, and how to express my opinions."

"ProTeam has been a good experience. I feel better about myself and my future."

"ProTeam has helped me with my self-esteem, positive attitude, and the realization that you can do anything, if you try."

"ProTeam builds up your self-esteem; you feel like you can do more."

Working Cooperatively

Do students work together as a result of participation in ProTeam? Throughout the student interviews, students volunteered examples of how they have learned to work together better as a result of the activities in the ProTeam class. One student commented in the interview, "I get along better with people in all of my classes now."

Service to School and Community

Do students engage in service activities? According to the student and teacher interviews, service activities are viewed as an important component of the ProTeam Program. All of the students in the ProTeam classes actively participated to

some extent in another classroom setting. Most teachers (approximately 75) stated that the students spent time in middle school classrooms serving as peer tutors, peer mediators, observing teachers, and working with students with disabilities. Other students spent time in elementary, preschool, and high school classes.

The student comments during the interviews were very favorable regarding these activities. Students commented helping others made them feel better about themselves. Many students expressed that they would like more opportunities to experience the helping and/or service activities. Administrators and teachers also stated that they saw the helping and service activities as an important component in the ProTeam Program. One administrator said that the service and helping activities were one way for the ProTeam students to let other teachers and persons in the community know about the program.

Parents

Are parents involved in ProTeam? Seventy-six percent (76%) of the ProTeam teacher surveys indicated that a Parent Workshop had been conducted. Three of the six teachers interviewed during site visits said that they were making a special effort to include the ProTeam parents in some class activities.

Parent activities added to the ProTeam curriculum this year have provided an opportunity for the ProTeam students to share some of the classroom experiences with their parents, guardians, and siblings. Approximately 50% of the students interviewed during the site visits said that they had done one or more of the activities with their parent, guardian, or an older sibling.

Student Selection

Do selected students possess the characteristics sought by the program? Most of the students (73.5%) were minority students. Twenty-eight percent (28%) of the students were African American males.

How are students selected to be in the program? Interviews with teachers and administrators, during the six site visits, revealed that the SCCTR selection criteria was being adhered to. Student interviews also revealed that most students (80%) knew how they were selected for the ProTeam Program.

Curriculum

How is the curriculum viewed by teachers and administrators? Teachers and administrators continue to express strong support for the ProTeam curriculum, *DreamQuest*. This enthusiasm for the curriculum is also communicated to the students in the program. One teacher said, "The student-driven curriculum is one of the biggest assets of the program. The students seem to enjoy all of the activities." An administrator said, "I would like to expand the program for other students to get involved. The ProTeam Program makes a big difference. It helps children grow out of childhood; it helps them develop and sustain a positive outlook on life-long learning."

Fifty-eight percent of the teachers responding to the survey stated that they cover 75% to 100% of the curriculum. A contributing factor in not completing the entire curriculum is that half of the pro-

grams are scheduled for a semester.

ProTeam teachers believe the curriculum supports the goals of the program and continue to request more opportunities to explore a college education as an option and to explore teaching as a career. The teachers also stated that the curriculum could be enhanced by: 1) opportunities for teachers to meet and discuss components and activities of the curriculum guide; 2) more time to study and explore the curriculum; 3) more time to implement the curriculum; and 4) clearer descriptions in the guide.

Program Implementation

Is the program being implemented as expected by the SCCTR? Overall, the program is being implemented as expected. Some general concerns exist, such as scheduling and completion of field experiences, and the parent workshop. The method of selecting teachers to teach the ProTeam Program received the lowest ratings from the ProTeam teachers and is an issue that warrants further study. The characteristics and role of the teacher appear to be related to overall program success as well as the attitude of the students regarding the program.

SCCTR Support

ProTeam teachers indicated that they are very pleased with the support provided by SCCTR. The newsletter received the highest rating by the ProTeam teachers.

Image

Although there has been some media coverage of the ProTeam Program, the public knowledge of the program appears to be somewhat limited.

Conclusions

• *College Aspirations:* The 1995 study showed that while many students are considering college as an option prior to the program, the ProTeam curriculum provides them with an opportunity to explore a variety of possibilities and to begin planning the steps necessary to make their choices a reality.

• *Teaching as a Career:* Thirteen percent of the students in ProTeam changed their minds to consider teaching as a career choice after completing the program. A total of 36% of the students completing the program would consider teaching as a career choice. Students in the interviews also expressed a greater appreciation and understanding of the job of a teacher.

• *Self-esteem:* While the results of the Hare Self-Esteem Scale did not indicate positive changes in the students self-esteem, this was not supported by the data collected on the teacher surveys nor through the interviews conducted with teachers, administrators, and students. The information collected from the interviews supported that students' self-esteem did benefit from participation in ProTeam.

• *Working cooperatively:* The activities and experiences of the ProTeam Program promote cooperation and team work in the students. This was evidenced in the teacher, administrator, and student interviews. Teachers and administrators viewed this as an important component in the program.

• *Service to School and Community:* Although the teachers and students see this as a positive component in the program and

one that is enjoyed by the students, both the quality of and opportunities for these experiences are limited.

• *Parents:* Most programs held a parent workshop which they felt was successful. However, this is the extent of parent involvement with the program. Some students completed the parent activities with someone in their home, and two programs are including parents in activities.

• *Selection of Students:* Overall, the selection criteria is known and implemented in accordance with the guidelines. Students, teachers, and administrators are aware of the selection process.

• *Curriculum:* The curriculum continues to be the most favored component of the program. Teachers, administrators, and students view the curriculum as effectively addressing the goals of the ProTeam Program, as well as addressing the needs of this middle school population.

• *Program Implementation:* The basic framework and components of the program appear to be well-established and effective in most schools. Teacher selection, program scheduling, and support for further development need attention.

• *Image:* School personnel are aware of the ProTeam Program and its benefits within the school. Awareness of the ProTeam Program by the general public is still limited.

• *Semester versus Year Long Programs:* Students in the semester programs showed a more positive change to consider teaching as a career choice than did students in the year long programs. There was no difference in their post high school plan decisions. However, in the interviews with teachers and students, it is evident that both groups feel as if they are not able to complete all of the activities and experiences within a semester time frame.

Recommendations

Through evaluations over the past several years, ProTeam has proven itself to be effective in meeting its program goals. During the last three years, program evaluations have demonstrated the quality program that is being provided to middle school students throughout South Carolina, and the acceptance of ProTeam as a valuable addition to the middle school program. To continue delivering quality services, the following recommendations are made:

1. Opportunities for students to explore teaching as a career should continue to be highlighted in the program. Teachers need to be provided with suggestions of activities that go beyond observing teachers. Students need to be exposed to activities in which they can experience the true benefits and joys of teaching.

2. Opportunities need to be developed for students to provide service in their schools and in their communities. Assistance needs to be provided to teachers in scheduling and planning for these activities. Attempts to expose students to service and helping activities beyond their middle school building should be encouraged.

3. Administrators should receive further direction on the selection of the ProTeam teachers. Since the success of the ProTeam Program is effected by the skills, personality, and characteristics of the teachers, this decision should be made with care and consideration.

4. The parent component should continue to be emphasized. Elements of the parent component need to be clarified and explained to teachers and administrators. If the goal is to extend the parent component to more than the parent workshop, teachers need to receive further direction in implementing this component.

5. Continued support and information to administrators need to be maintained. Administrators need to understand and value the program so that they can support ProTeam with their teachers and the school community. Alternative and creative scheduling options — such as integrating the ProTeam curriculum with an academic curriculum — should be explored and then shared with school personnel.

6. During the school year, ProTeam teachers should be given more opportunities to discuss the curriculum and activities with other ProTeam teachers. This would allow teachers to share ideas, solve problems, and provide peer models for each other.

7. A strategy for providing information to the public about ProTeam needs to be developed, supported, and maintained throughout the schools as well as from the SCCTR.

Crossroads Summer Institute

Mission: To provide an intensive, one-week institute giving information about preparation for high school and college and the opportunities available in teaching careers. The institute is targeted at African American male middle school students but is open to other students.

Because of the decline in the number of minority teachers in the state and due to the critical need to attract men to the ranks of classroom teachers, the Crossroads Institute was launched by the South Carolina Center for Teacher Recruitment during 1991-92. Crossroads, a summer institute for rising African American high school freshmen males, was held on the campus of Coastal Carolina University from its inception through the summer of 1994. The idea for a summer institute targeted at African American middle school male students grew out of the success of the summer institute for high school seniors sponsored by the Center as well as the need for African American male teachers in the classrooms of South Carolina.

The number of minority teachers in South Carolina has dropped from 31 percent to just above 18 percent since 1974. This drastic decline in minority teachers means fewer role models for young African American students and less input into education policy from the African American community. In addition, just over 17% of South Carolina's teachers are male. This is the second lowest percentage of male teachers of any state in the nation. Many educators support the idea that we need a visible male presence in the public schools at the instructional level.

At the close of the three year funding cycle for Coastal's Crossroads Institute in the spring of 1994, a request for proposals was issued by SCCTR to all of South Carolina's colleges and university's housing an education program. A selection panel made up of exemplary teachers, the Commission on Higher Education, the SC Department of Education, and higher education faculty awarded the Crossroads Institute grant to Claflin College located in Orangeburg, SC. The Claflin proposal was developed under the leadership of Ms. Miriam Jones, Coordinator and Director of the Second Chance Program at Claflin.

Objectives

The Crossroads provides the following:

- The opportunity to work with outstanding public school teachers
- The opportunity to become acquainted with students from other areas of the state with similar education and career interests
- Educational experiences that portray teaching as an attractive profession for African American male students
- Educational experiences that model progressive teaching techniques and involve students in hands-on learning activities
- Experiences that encourage the development of higher order thinking skills and problem solving
- Experiences that encourage the development of leadership, human relations, and study skills
- Information on selecting high school courses to prepare for a college education
- Information about college life
- Information on financing a college education
- Information about opportunities available in the field of education and future trends in education
- Information about the educational preparation necessary for becoming a teacher in South Carolina

Twelve thousand five hundred dollars was set aside to be matched with $5,000 in funds or in-kind services at a teacher preparation institute for a week-long, on-campus experience for rising ninth grade African American men. These young men of promise were recommended by their schools to apply for the summer institute. The application included an essay written by the student entitled "Why It Is Important to Have Minority Teachers in Our Classrooms."

Approximately sixty student nominations were submitted from which 50 were chosen for participation. A selection committee reviewed the applications and ranked them to select the participants and the alternates. The committee was composed of: David Loope, representing the South Carolina Commission on Higher Education; Evelyn Eggleston, Internship Coordinator for Claflin College; Jim Littlejohn, Teacher in Residence with the South Carolina Center for Teacher Recruitment, George Hogan, Coordinator of the Ft. Jackson college completion program sponsored by Coker College; and Cleo Richardson, principal of Terrell's Bay High School.

Some important factors that influenced the success of the Crossroads Minority Male Summer Institute as a teacher recruitment tool are the development of a strategy to maintain enthusiasm and interest in teaching as a career, to encourage adequate academic preparation and to provide support, guidance and information to the Institute's participants as well as their parents. The use of an African instrumentalist and story teller helped the students see

how they could use their heritage as a teaching strategy to reach other African American students. During the week-long institute students were involved in art history and education projects, a science education program, as well as cultural awareness activities under the direction of master teachers and exemplary minority male college students who served as counselors.

Quotes

Crossroads Institutes participants were asked to make comments about their week-long experiences. The following quotes provide a glimpse of their Crossroads experience:

" I had not thought a lot about teaching before; now maybe I will."

"I want to give something back to kids. I see teaching as a way I can do this."

"Since coming to the Institute I understand better why we need to have black male teachers in the classroom."

Summer Teaching Careers Institute

Mission: The Summer Teaching Careers Institute is designed to give outstanding rising high school seniors the opportunity to participate in a week long program to interest them in the teaching profession.

The Summer Teaching Careers Institute is an effort to interest high school students in careers in education. The institute is an intensive, week-long summer program for rising high school seniors. Developed under the leadership of Dr. Patricia Graham, Associate Dean of the School of Education at Winthrop University, the Teaching Careers Institute was held on the Campus of Winthrop University from 1988-1994.

In the fall of 1994 a request for proposals to host the Teaching Careers Institute was issued to all colleges and universities in the state that house departments of education. The Teaching Careers Institute serves approximately 50 high school students who have an expressed interest in teaching as a possible career goal. A distinguished panel judges the applications and selects the participants. The members of this year's Selection Committee were Burnice Hayes, education professor, USC; Karen Woodfaulk, Commission on Higher Education; Sherry Moon, guidance counselor, Boiling Springs High; Georgiana Hill, teacher, Boiling Springs High, and Virginia Ward, Teacher in Residence, the SCCTR. The University of South Carolina-Spartanburg was selected as the host institution for the 1995 Teaching Careers Institute. The $12,500 grant to be matched with a $5,000 in-kind contribution by the host institution is renewable for two additional years.

Objectives

The objectives of the program are to provide those experiences, opportunities and information listed below:

- The opportunity to work with outstanding public school teachers
- The opportunity to become acquainted with students from other areas of the state with similar career interests
- Information about opportunities available in the field of education and future trends in education
- Information about the educational preparation necessary for becoming a teacher in South Carolina
- Information about the teacher certification process
- Information about college financial aid,

with particular emphasis on South Carolina teaching scholarship/loan programs

- Experiences that encourage the development of higher order thinking skills and problem solving

- Experiences that encourage the development of leadership, time-management and human relations skills

- Educational experiences that model progressive teaching techniques and involve students in hands-on learning activities

Fifty rising seniors and ten alternates are selected from among nominees proposed by South Carolina high school principals. This year's participants included ten males, ten African Americans, one Filipino, and one Hispanic student. Two students from Morgan State University's Project Prime located in Baltimore, Maryland attended the institute as part of an exchange program. Brenda Haynes, Director of Project Prime, also attended to observe and gain information about the Institute. All students selected for the Institute are of high academic caliber.

Carol Smith, USC-Spartanburg, served as the director of the 1995 Teaching Careers Institute and Wanda Fowler, USC-S faculty member served as the assistant director. Staffing for the institute included two public school teachers recognized as outstanding; three outstanding college students majoring in education, two of whom were former Teacher Cadets; and Manuel Vargas , professor of education from Sonoma State University, Rohnert Park, CA for planning and participating in the week-long Institute. This year's staff also included a student from Sonoma State, Hector Soto, who participates in their minority teacher recruitment program that is modeled after South Carolina's Teacher Cadet Program.

The Institute is built around team problem-solving with the focus on the creation of an ideal school for the future. Student teams are required to provide an information sheet describing the demographics of their school, one marketing mechanism (brochure, TV spot, or video), a written rationale explaining the design features of the school, and finally a blueprint or scale model of the school.

The program has been well received in the schools, highly regarded by student participants and highly productive in that (a) creative problem solving and an expanded knowledge base about the future of education are developed, (b) participants are exposed to a college campus, (c) participants have extensive experience interacting with mentor teachers and engaging in cooperative learning with fellow students and (d) participants explore in-depth educational careers and opportunities.

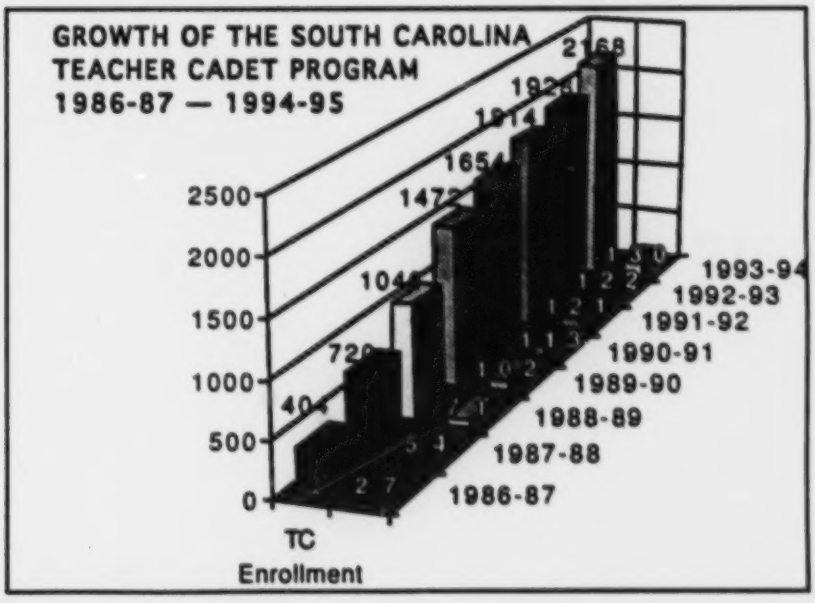
On the last day of the Institute, the participants present their ideal future school to a panel of judges. This year's distinguished panel of judges included: Helen Smith, first-year teacher and a former Teacher Cadet; Representative Rita Allison, SC House of Representatives; Sherry Moon, Guidance Counselor; Gus Metz, Milliken Corp. ; Karry Guillory, Associate Chancellor, USC-S; and Janice Poda, SCCTR Director.

Teacher Cadet Program

Mission: The primary goal of the Teacher Cadet Program is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education.

The Center continues to make a major financial commitment to its Teacher Cadet Program (TCP), which offers high school seniors with good academic, leadership, and interpersonal skills the opportunity to study the profession and art of teaching. An outstanding high school teacher with support from college faculty offers the course of classroom activities and field experiences. One hundred and forty-four (144) high schools hosted the Cadet Program; ten sites offered two Teacher Cadet classes.

The Center provides grants of up to $1,250 per site to support the program. This grant provides support for the class, for teacher training and materials, and for college involvement. College partners receive up to $500 per site to support the partnership to provide activities such as speakers, college campus receptions and conferences. Each Cadet site receives a $250 grant per class to purchase supplies, develop curriculum materials, and provide additional activities. Approximately $500 is set aside for each site to cover costs of training and materials incurred by the Center.



During the 1994-95 academic year, 144 high schools (at 139 sites) in 75 school districts offered the Teacher Cadet course to 2,297 students with grade point averages of "B" or better on a college preparatory track. Twenty-four colleges and universities provided faculty to support the 117 Cadet sites which elected to participate in a college partnership.

By the end of the 1994-1995 school year, almost 14,000 academically talented high school students had completed this challenging introduction to teaching.

Program Components

Curriculum: The first edition of the Center's model Teacher Cadet curriculum, *Experiencing Education*, was written in 1986-87 by Dr. Kenneth Bower of the College of Charleston, with input from Jan Black, Virginia Ward, and other TC teachers. It was piloted during the 1987-88 school year. In the spring of 1988, the Center worked with Dr. Bower to revise the curriculum. A grant from the Hazen Foundation of New York allowed the Center to complete work on the curriculum and carry out the revisions. A second revision was completed in 1989.

During the 1992-93 school year, a major update and revision of the curriculum included the addition of a new fourth section, "Pathways to the Future," featuring units on multiculturalism, technology, and restructuring efforts. This new edition was used by the TC teachers throughout the '93-'94 and '94-'95 school years.

During the spring of 1995 the Teachers in Residence and SCCTR staff produced the eighth edition of *Experiencing Education*. Based on input from Teacher Cadet teachers, former Teacher Cadets now teaching, and research done by the SC Educational Policy Center, Teachers in Residence made the following changes:

- included a section on grading
- provided choices for authentic assessment for each activity, especially regarding the use of portfolios and products
- infused multiculturalism and diversity throughout the curriculum
- eliminated material that had become outdated
- reorganized each section into a more logical and manageable format
- added the SAY (Science and Youth) components
- updated information about statistics, research findings, and educational trends
- shortened and/or eliminated activities that demanded too much instructional time
- replaced many of the handouts and questionnaires with hands-on activities and active, student-centered lessons
- incorporated more lessons on several topics, including multiple intelligences, the adolescent, classroom discipline, teaching methods, school integration, school governance, and technology
- offered more choices of activities and materials to both the instructors and the Teacher Cadets
- added information on instructional supplies such as videos, books, and periodicals

An out-of-state edition of the TC curriculum was printed in the past; however, this year's staff produced one curriculum appropriate for both in-state and out-of-state use.

Although the TC teachers' manual which accompanies the curriculum was revised by the Teachers in Residence (TIRs) last year, plans are being made to incorporate further revisions to reflect the goals and content of the new curriculum.

Annual Editions: Education 95/96 is an anthology of educational articles used for enrichment in Teacher Cadet curriculum. It is accompanied by a set of student activities that was written by Virginia B. Ward, published, and distributed to Teacher Cadet teachers in the summer of 1995.

Each of the college partners this year used the "College Partners' Handbook" to assist them in developing effective partnerships with their TC sites.

Teacher Cadet Personnel

Assistant Director: Rita Stringfellow, who filled the position of Assistant Director in February 1992, served as a liaison between the Teacher Cadet Program and other Center programs. Among her responsibilities were working with the TIRs in planning and carrying out teacher training and conferences, assisting in coordinating activities with college partners, aiding in the development of long-range and short-range goals for the TCP, and assisting with the expanding responsibilities associated with the Cadet Program, including site visits and mailings. She coordinated efforts to produce a TC recruitment video, assisted with the new TC promotional video, edited much of the new TC curriculum, wrote a grant that provided funding to develop authentic assessment for the curriculum, and arranged for teachers from out-of-state to receive Teacher Cadet training both in-state and in their home states.

Teacher Cadet Specialist: Virginia B. Ward, an English and Teacher Cadet instructor from James Island High School, served a second year as Teacher in Residence for the Teacher Cadet Program. In addition to working with all the Center programs in her designated region, Mrs. Ward served as the Teacher Cadet Specialist statewide for the SCCTR during the 1994-95 year. With the assistance of SCCTR staff and the other TIRs, she coordinated the TC component of the SCCTR fall conference, planned and attended several college-sponsored Teacher Cadet Days, and helped instruct new Teacher Cadet teachers at the spring TC teacher training. She coordinated the revision of the eighth edition of *Experiencing Education*, worked with Mr. Bud Skidmore of SC ETV to produce a new TC video, edited content for a new TC brochure, suggested revisions for the TC surveys conducted by the SC Educational Policy Center, wrote TC teachers both an introduction letter clarifying the services of TIRs as well as a survey letter to get input regarding curriculum revisions and individual site information, created a document of instructions about grading and evaluating Cadet work, and did presentations on the Teacher Cadet Program. Her overall goal was to support the Center's goal of quality assurance regarding the Cadet Program.

Other Teachers in Residence: Carol B. Smith (Region 1), Pamelia Liely-Brown (Region 2), Bernice Davis-Cooper (Region 3), Jim Littlejohn (Region 4), and Frank Taylor (Region 5) worked with the Teacher Cadet Program, as well as the other Center programs, in their designated state regions. They assisted teachers at each high school site in obtaining materials and resources

necessary to teach the course effectively. The TIRs visited each high school site at least once during the school year, provided support via mail and telephone, and gave special attention to new and developing sites. At each site visit, the TIR discussed recruitment, financial aid information, enrollment, observations, and concerns with the Teacher Cadet teacher, and worked with the teacher and college partner in ensuring appropriate services. The TIR met with administrators and guidance personnel at each site to share this information and to offer additional site support. After each school visit, TIRs completed reports and turned them in to be reviewed by the Center's director and assistant director.

College HelpLine Specialist Jim Littlejohn provided TIRs with current financial information to share with Cadets. At each site, the TIR discussed teaching careers with the Cadets and provided details of the state's Teacher Loan Program, other teaching scholarship programs, the critical needs areas of certification, and the College HelpLine Program.

Carol Smith from USC-Spartanburg, Professor in Residence and College Partnerships Specialist, provided support and leadership to strengthen the college partnership component of the TC program. To assist teachers in effectively using instructional time throughout the school year, she also designed model calendars demonstrating how Teacher Cadet lessons can be planned for both daily schedules and block schedules. A major contributor to the revision of the curriculum, Mrs. Smith reorganized several sections, wrote new lessons (especially on methods of teaching), designed authentic assessments to include for activities, among other duties.

Pamelia Liely-Brown, the Center's Minority Recruitment Specialist, contributed many new activities to *Experiencing Education*, thus enriching the multicultural content and making the text more sensitive to diversity issues. She also gathered statistics that indicated the make-up of each Teacher Cadet class and mailed that data to each TC teacher; she made appeals to the teachers to consider carefully the recruitment regarding enrollment of males and minorities. She continued to promote the use of strategies printed in "Teacher Cadets: Recruiting for Diversity" compiled by former TIRs Rose Etta Schumacher, Cleo Richardson, and David Norton in 1994.

The Teachers in Residence, under the leadership of Publications Specialist Frank Taylor, also worked to ensure communication and sharing within the network of Teacher Cadet teachers and college partners through their contributions to *Center Point.*, the SCCTR newsletter, which was distributed to all Cadet teachers and college partners, as well as other Center programs. The quarterly newsletter contained information about current education trends in the state and nation and highlighted activities and ideas from Cadet classrooms and college partnerships across the state. A program-specific insert about Teacher Cadet sites and projects was included in each newsletter mailed to Teacher Cadet instructors.

Teacher Cadet Administrative Assistant: Teacher Cadet Administrative Assistant Martha Kennedy handled mailings, filed data for each TC site, assisted with phone requests and messages, and coordi-

nated registrations for both student and teacher conferences. She worked to ensure that TIRs and TC teachers received materials and information that they needed from the Center.

Plans to Teach

National research data indicate that a very small percentage of students (four to seven percent) with grades in the 3.0 to 4.0 GPA range have any interest in teaching as a career. In the face of this grim statistic, the Teacher Cadet Program is luring an unprecedented number of talented young people into initial teacher training. The S.C. Educational Policy Center (SCEPC) at the University of South Carolina has studied nine groups of Cadets thus far (1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, and 1994-95). SCEPC's findings confirm that the Cadet Program has made significant inroads in recruiting young people who are high academic achievers.

An average of 37 percent of all students who have taken part in the Teacher Cadet Program indicated plans to pursue teaching credentials when they reached college. Of the 1994-95 Cadet class, 36 percent indicated plans to enter teaching on the post-course survey.

Other Developments

TCP model used in other states:

National interest in the Teacher Cadet Program continues to grow. The SCCTR has trained teachers, college personnel, and administrators in the Cadet curriculum from Seattle and Mt. Ranier, Washington; Knoxville, Tennessee; Rohnert Park, Nighland, Madera, San Bernandino, Fresno, Bakersfield, and Union City, California; Lovejoy, Norcross, Atlanta, and Hephzibah, Georgia; Oklahoma City and Tulsa Oklahoma; Charlottesville, Falls Church, and Fairfax County, Virginia; Nacogdoches and Houston, Texas; Baltimore, Maryland; Dorchester, Massachusetts, Scotsdale, Arizona; and Little Rock, Arkansas. The SCCTR has also received inquiries about training from school districts and colleges in many other states. The states of Oklahoma, Georgia, and Maryland have implemented the Teacher Cadet and ProTeam programs statewide.

TCP Growth for the 1994-95 School Year:

The Center has confirmed that 148 high schools in 76 school districts will take part in the Teacher Cadet program during 1995-96, with an estimated student enrollment of 2,500. Twenty-four colleges and universities are expected to support these sites. About ten high schools will offer more than one section of the Cadet Program because of enrollment demand.

1994-95 Teacher Cadet Activities

Teacher Cadet Make-up Training

The SCCTR staff conducted a two-day make-up training in Columbia August 11 and 12, 1994, for teachers and college partners who were unable to attend the spring training session. This training was the first of six days of in-service activities for new and/or experienced teachers. In addition to training new TC teachers and college partners in the use of the TC curriculum, strategies were shared for promoting networking and some mutual activities between the ProTeam and Teacher

Cadet students.

TIR Technology Training

September 7, 1994, Dr. Benny Coxton of Winthrop University trained the TIRs to use e-mail and installed the necessary software on their computers. December 14 the TIRs were trained to use voice mail for communicating information regarding Teacher Cadets and other SCCTR Programs.

Say (Science and Youth) Training

September 17 and 18, TIRs, the Center staff, and six TC pilot sites spent the weekend at Camp Bob Cooper in Summerton to be trained to implement the SAY lessons into the TC curriculum. Six teacher Cadet teachers and their classes participated in hands-on activities and received SAY curriculum notebooks so that they could instruct the science lessons in elementary and middle school science classes throughout the school year.

AASPA National Conference

Carol B. Smith and Virginia B. Ward gave two presentations entitled "The Teacher Cadet Program: It's a Whole New World" at the 1994 American Association of School Personnel and Administrators (AASPA) Conference held in Crystal City, a suburb of Washington, D.C., October 23-27. They presented information on the curriculum and its successes as well as displayed Teacher Cadet products.

Authentic Assessment Grant

SCCTR Assistant Director Rita Stringfellow applied for a CEASL grant of $1200 to enable Carol B. Smith and Virginia B. Ward to research and develop means of authentic assessment for the Teacher Cadet curriculum. February 8, Mrs. Smith and Mrs. Ward did a presentation and report in Columbia to demonstrate their progress with the project. June 30, 1995, Mrs. Smith and Mrs. Ward completed the final report on the assessment project and will conduct teacher trainings on it in the summer Teacher Cadet course at Winthrop University in July and at the 1995 fall megaconference.

SCCTR Fall Conference: "2001: A Teaching Odyssey"

For the eighth year, teachers from all of the Teacher Cadet Programs throughout the state gathered for the annual fall professional development conference. The TCP conference, held November 9-11 at the Baxter Hood Conference Center in Rock Hill, SC, was in conjunction with all of the other SCCTR programs. The theme for the conference was "2001: A Teaching Odyssey" and included concurrent sessions on Internet, inclusion, service learning, metalanguages, SAY: Science and Youth, schools of the future, diversity in the classroom, school-related law, at-risk children, pressure groups, school safety, and other current issues. Participants enjoyed hearing inspiring messages from former astronaut Colonel Mike Mullane, Emory Austin, and Elaine Whitty.

At this conference the TCP teachers and college partners enjoyed some joint sessions and planning time with the Teacher Forum and ProTeam teachers within their regions, as well as separate time to work specifically on Teacher Cadet curriculum issues and strategies. The conference provided inspiration, professional development, and networking opportunities for all of the SCCTR's programs.

Annual Governor's Conference in Education

January 31, 1995, Teachers in Residence attended the governor's annual statewide meeting in Columbia to hear motivational speakers and meet educators from across the state.

Teacher Cadet Conference at State Capital

Fourteen Teacher Cadet sites gathered in Columbia March 6 for a Teacher Cadet conference sponsored by their college partner the University of South Carolina. At the conclusion of their day's activities, they visited the state capital while legislative members were present. There they displayed banners, made speeches, and spoke to news media personnel regarding the continuation of funding and support for the SCCTR. In an effort to continue the SCCTR's funding, Teacher Cadet sites throughout the state called, wrote, and visited members of the legislature to share with them the successes and goals of the Teacher Cadet Program.

Phi Delta Kappa Teacher Cadet Reception

On March 23, 1995, Dr. Dana Espinosa, college partner from College of Charleston, coordinated a meeting for sixteen Teacher Cadet sites to visit Garrett Academy of Technology in Charleston and to inform them of the purposes of this international professional fraternity for men and women in education.

New TC Teacher Training

May 4 and 5, 1995, the SCCTR conducted a two-day training session focused on the new Teacher Cadet curriculum, *Experiencing Education*. The training included strategies for new Teacher Cadet instructors to use for recruiting, grading, working with college partners, planning field experiences, and using the curriculum. There were 21 participants, including new teachers at existing sites, teachers at new TC sites, and eleven out-of-state participants from California, Massachusetts, Arizona, and Virginia.

Plans for Teacher Cadet Teacher Summer Course

Under the supervision of Director Janice Poda, the TIRs helped to select materials, determine an agenda, designate course objectives, and agreed to assist with a graduate-level course which was offered for one week in July 1995 on Winthrop University's campus. The major purpose of the Teacher Cadet Curriculum Training Update was to provide TC teachers with a means of sharing strategies and ideas, to allow teachers to participate in the new curriculum activities and materials added during the spring of 1995, and to acquaint teachers with the SAY (Science and Youth) curriculum.

Out-of-State Training

At the request of Dr. Deborah Priddy of Sonoma State University in California, Teachers in Residence Carol Smith, Frank Taylor, and Pamelia Liely-Brown conducted TC Curriculum Training in May for teachers and college personnel who are implementing the South Carolina TCP model in their schools. Teachers in Residence Virginia Ward and Laura Moody conducted TC curriculum training in Oklahoma in June.

Regional Teacher Cadet Activities

In the past, the SCCTR has hosted an annual statewide delegate conference for Teacher Cadets in Columbia. This year, in

order that all Cadets could experience an educational conference, Teacher Cadets and their teachers participated in special regional activities and conferences sponsored by their college partners. Lander University, Coker College, Presbyterian College, Coastal Carolina, the University of South Carolina, Francis Marion University, Winthrop University, The Citadel, Charleston Southern University, Greenville Tech, Columbia College, USC-Aiken, USC-Sumter, and USC-Spartanburg hosted conferences with keynote speakers, concurrent sessions, and opportunities to share ideas, projects, and activities with other Cadets in the college's network. TIRs and administrative staff also participated as speakers and session presenters at many of these regional activities. Several colleges held receptions for Cadets and their parents as well as extended library privileges and college ID cards to TCs.

Teacher Cadet School and Community Services

The Teacher Cadet classes throughout the state were involved in services they provide within schools and communities. Among those services were tutoring ESL students, working with children in at-risk programs, being trained in the Laubach Method and working with literacy councils, attending educational summer institutes — the SCCTR's at Winthrop University and USC-S and PDK's at Indiana University, honoring their faculty members during American Education Week and Teacher Appreciation Week, providing child care services in after-school programs and during PTA meetings, assisting teachers as requested, and doing many more too numerous to list.

EVALUATION

In order to determine the effectiveness of the TCP, the SCCTR commissioned the South Carolina Educational Policy Center at the University of South Carolina to conduct a study of the 1994-95 Cadet cohort, the college partners, the Teacher Cadet (TC) teachers, and a cohort of former Cadets who are certified to teach in South Carolina.

A short survey was administered to the current Cadets in their TCP classes at the beginning and the end of the 1994-95 school year. Surveys were mailed to all college partners, to all TC teachers, and to a cohort comprised of 250 former members of the TCP classes who currently hold South Carolina teaching certificates. Interviews were conducted with seven former Cadets who are currently teaching in South Carolina. Twenty-three former Cadets from three universities participated in focus group interviews. Based on information received from the surveys and interviews, a number of observations, conclusions, and recommendations can be formed about the Teacher Cadet Program.

Observations

- The TCP is attracting bright capable students.

In order to participate in the program, the student must have at least a "B" average and be enrolled in a college-prep curriculum. The average SAT score for the 1994-95 Cadets was 978 as compared to the state average of 838 and national average of 902. The average SAT score of Cadets who are choosing to pursue teaching as a career is 955 while the average SAT score of Cadets choosing to pursue other careers is 992. The average SAT score of education majors

in South Carolina is 817.

When asked for class rank, 46.5% of the Cadets reported being in the top 10% of their class and an additional 34.9% of the Cadets reported being in the top 20% of their class. The Cadet class of 1995 was a high-achieving group of students.

• The TCP is an effective recruitment tool for recruiting males and minorities for a career in education.

The percentage of white males participating (16%) in the program is greater than the percentage of white male teachers (14%) in South Carolina. The percent of minority males in the program (6%) is double the percent of minority males (3%) who are currently teaching in South Carolina. The percentage of minority females (20%) participating in the TCP exceeds the percentage of minority female teachers (15%) currently teaching in South Carolina. The TCP is attracting a proportionate mix of females and males as well as white and minority students.

• The TCP is effectively encouraging teaching as a career choice.

On the pre-survey, 27% of the 1994-95 Cadets chose teaching as a career, and on the post-survey, 36% of the Cadets chose teaching as a career. Further, 13% of the Cadets who had said they did not want to teach on the pre-survey changed to wanting to teach on the post-survey. Of the Cadets who chose teaching as a career at the end of the program, 72% were white females, 8% were white males, 16% were minority females and 4% were minority males (a 100% increase of minority males as compared to the 1993-94 TC class).

Cadets who selected teaching as a career were asked to indicate the grade level that they would like to teach. Note that 10% chose to teach special education, a critical needs subject area. In addition, when asked the subject the Cadets would prefer to teach, 36% chose math and 16% chose science (also critical needs areas).

• Former Cadets do become certified teachers in South Carolina.

From the 1989-90 cohort of former Teacher Cadets, social security numbers (where available) were matched to the database from the South Carolina Department of Education (SCDE) Teacher Certification Office. The SCDE identified a total of over 700 former Cadets who are certified to teach in South Carolina. Survey information received from former cadets indicates that 78% are currently teaching. Of those not teaching, 40% are looking for a teaching job. Of those currently teaching, it is important to note that 23% are teaching math, 4% are teaching science, and 16% are teaching special education, all of which are considered to be critical needs subject areas.

• The TCP is instrumental in former Cadets becoming teachers.

A former Cadet who is now certified to teach responded, *Teacher Cadet helped me decide teaching was for me even before I entered college.*" Another former Cadet said, *"The Teacher Cadet Program helped me to firm up my decision to enter this career. My teacher had a lot to do with my decision too!"* Another responded, *"I got to be in a resource class to observe and work with a student... and because of this experience I am a Resource (Special Ed) teacher today."* Another testi-

mony was: *"Teacher Cadet helped me to confirm my decision to major in education."*

When asked "How did the TC experience prepare you for teaching?", statements from former Cadets reveal information about the effect the TCP had on their choice of teaching as a career. Ninety-six percent of the former Cadets responded that the TC experience gave a realistic picture of teaching.

"Through the observations I saw the kind of teacher I wanted to be. This gave me a role model. Teacher Cadet also helped me to decide that I wanted to teach high school math."

"It made me excited about teaching."

"The Teacher Cadet experience allowed me to work with students and math and allowed me to see that I enjoyed working with students."

"I saw the classroom more realistically."

"I got valuable experience in a classroom setting and wonderful guidance from my teacher."

"We had numerous opportunities to volunteer in schools. We also had valuable discussions about teaching as a career. I cannot put into words how wonderful the TC Program is."

When asked to offer any suggestions/ concerns that they have regarding the Teacher Cadet Program, former Teacher Cadets responded:

"Teacher Cadet opened my eyes to the problems teachers encounter and made me respect teachers more."

"I think that Teacher Cadet is a vital course that should continue to be offered."

"The Teacher Cadet Program was a positive, enjoyable experience for me. It will be even more valuable in the future with the school-to-work program."

"If higher education teacher preparation programs were as organized and selective as Teacher Cadet, I would probably be teaching in the classroom today."

Former Teacher Cadets were also asked if Teacher Cadet had been of benefit to them and if so, how? Former Cadets responded:

"Teacher Cadet allowed me the chance to interact with children and introduced me to various programs in the state. It also gave me the opportunity to view different backgrounds of different children."

"The program made me more aware of education in South Carolina and all that goes into it."

Both former Cadets who are teaching and those who aren't were asked how the program could be improved. Most of the responses included emphasis on discipline/ classroom management, special education, parenting skills, and more field experiences.

The TCP is working because of the effective components of the program. The college partnership program, regional support model, and SCCTR support make up three effective components.

1. College Partnerships

College Partnerships are as varied as the colleges themselves, but most can be categorized as one of three models: resource, intensive, or combination. In the resource model, the TC teacher is totally responsible for the TC course. The college partner provides speakers and other services such as receptions on college campus and resources. The intensive model involves several joint planning meeting(s) between the college partners and TC teachers. The college partner provides close involvement in the TC course with frequent visits and other services such as receptions on campus and materials. The combination model may not involve as much joint planning and visits between the college partner and the TC teacher; however, the partner provides support by telephone and mail and other services such as speakers and materials.

The SCCTR provides a number of services to the college partners: 1) curriculum training programs for new faculty 2) newsletter; 3) stipend ($500 per TC class); 4) Fall Curriculum Training Conference; 5) Teacher Cadet curriculum and related materials; and 6) College Partners' Handbook. Most of the college partners feel that the SCCTR provides sufficient training for them. The college partners feel that the aspects of the partnership that are working well are the conferences, networking with teachers, collaboration, relationships with Cadets and the ability to supply to the TCP class both materials and speakers. Overall, the majority of the college partners surveyed said that this school/college partnership was effective.

The aspects of the college partnership that need improving, according to the college partners surveyed, include : more contact with TC teachers, more involvement in classrooms, and more time to visit each TCP.

The college partners made some suggestions for other services that the SCCTR could provide. Included are 1) a list with current home and school phone numbers of teachers, 2) ten sets of labels addressed to the school sites, 3) financial assistance, and 4) technical assistance.

Overall, the comments from the college partners about the benefits/rewards for them personally and for their institution were quite favorable.

"Teacher Cadet has connected me with a new generation of enthusiastic, capable young people. It has been a joy."

"I have seen young men and women grow in knowledge of teaching, and many have made the decision to become a teacher."

"I enjoy the interaction with the students and the teacher. It helps me to keep in touch with what is going on in the schools."

"I love being involved with teaching in a public school and working with a teacher there. I feel like I am making a contribution to the program."

"Teacher Cadet has helped me stay relevant and helped our curriculum be reality and needs based."

Of the TC teachers who responded to the survey, 72% rated the effectiveness of

their present college partnership as either "very effective" or "effective". The value of the college partnership component of the TC Program as rated by the surveyed teachers provided information that 35% of the teachers felt the college partnership was essential, and 34% rated it as very valuable.

The TC teachers responded to a check-list of ways to improve the college partnership. The top three choices were the same as the last two years: first, to increase the number of speakers for the class; second, to have more planning time together with the partners; and finally, to increase the number of on-campus events for the Cadets.

2. SCCTR Regional Support Model

The SCCTR Regional Support Model provides a regional Teacher in Residence (TIR) to serve all programs sponsored by the Center in an assigned region. From information provided by the TC teachers, 36% found the SCCTR regional model to be very effective, and 49% found it to be effective. TC teachers made the following recommendations as ways to improve the SCCTR: (1) compile a speakers bureau by region, (2) provide copies of videos, articles and books mentioned throughout the curriculum, and (3) prioritize the most essential elements of the curriculum.

Of the college partners who responded to the survey, 47% found the SCCTR regional model to be very effective, and 35% found it to be effective. The college partners all said that nothing needed to be added to the college partner's handbook.

3. SCCTR Services

The SCCTR provides a number of services for the TCP teachers. On the survey, teachers were asked to respond to the helpfulness of six services provided. Most teachers responded that the services were very helpful or helpful. The service that was rated very helpful by the largest percentage (81%) was the stipend ($250 per TC class), followed by the SCCTR staff's response to their concerns (78%), and then the curriculum training programs for new teachers (75%) and the fall conference (62%). A little more than half of the responding teachers rated support by Teachers in Residence as being very helpful. The regional student conferences were rated as very effective by 29% of the teachers and the newsletter was rated as very effective by 24% of the teachers. All (100%) of the surveyed teachers reported that the SCCTR was responsive to their concerns.

Conclusions

1. The TCP is attracting bright capable students who represent the top 20% of their high school class and score higher on the SAT than state and national averages.

2. The TCP is an effective recruitment tool for recruiting males and minorities for a career in education. In fact, there has been a 100% increase in the percentage of minority males choosing to become teachers at the end of the 1994-95 school year.

3. The TCP is effectively encouraging teaching as a career choice with 36% of the Cadets choosing teaching as a career.

4. Former Cadets do become certified teachers in South Carolina as represented by over 700 known former Cadets who are certified to teach in South Carolina.

5. The TCP was instrumental in former Cadets becoming teachers with 78% of former Cadets who responded to the survey reporting that they are currently teaching in South Carolina.

6. The ProTeam Program is an effective feeder program for Teacher Cadet. Forty-seven former ProTeam students participated in the 1994-95 TCP.

7. The TCP is working because of the effective components of the program: the college partnership, the regional support model, and SCCTR support.

Recommendations

According to all participants in TCP surveys, this program is outstanding and should continue its successful format. Recommendations center around expanding efforts, outreach and resources, so as to increase motivation and to expand its circle of influence.

1. The Teacher Cadet Class

a. Revise the TC curriculum to include recommendations from the survey data; such as: revised, and strengthened human growth and development section and prioritization of the curriculum (narrowing down what should be taught or what is mot important).
b. Improve schedule flexibility to provide more opportunity for extended field experience.
c. Continue to make specific efforts to recruit males and minorities into the TCP. Tactics which have proven to be successful this past year include: Teacher Cadets and Teacher Cadet teachers making personal appeals/ contacts, having minority male Cadets give names of eligible males and persuading them, publicity campaigns targeted toward minorities, and the use of minority male teachers as guest speakers.

2. SCCTR Regional Support Model

a. Compile a speakers bureau by region - not including university personnel.
b. Provide more time for interaction between the college partner, the TC teacher, and the TIR.

3. College Partnership

a. Increase the number of speakers for TC classes.
b. Establish more planning time for the Teacher Cadet teachers and the college partners.
c. Increase the number of on-campus visits by the college partner – as well as more college partner involvement in the classroom.

College Partnerships

Mission: The purpose of the college partnerships is to provide a structure for college faculty members to work in a collaborative relationship with Teacher Cadet instructors to provide enrichment experiences for high school students as they explore the field of education.

HISTORICAL BACKGROUND ON COLLEGE PARTNERS

College partnerships have been an integral part of the Teacher Cadet Program from its inception. During the 1985-86 pilot year, four high schools were partnered with four colleges to offer this challenging course to bright high school juniors and seniors. The number of college partners has grown steadily, and during the 1994-95 year, 140 Teacher Cadet classes worked collaboratively with 23 college partners. In 1989 Dr. Ken Bower, college partner from the College of Charleston, worked with two Teacher Cadet teachers to develop the Teacher Cadet Curriculum: *Experiencing Education*. Since this time college partners and Teacher Cadet teachers have submitted activities when the Center revised the curriculum. This year Carol Smith, College Partner Specialist, served on the curriculum team which completed the eighth edition of the TC Curriculum.

COLLEGE PARTNER SERVICE DELIVERY MODELS

The Center has categorized college partnerships into three service delivery models: intensive, resource, and combination. In the intensive model, the high school teacher and college partner plan the course together, and the college faculty member makes regular visits to the Cadet class and provides special events and services. College partners utilizing the resource model generally do not visit the Cadet class as often, but they provide a speakers' bureau from the college, plan special events and offer services. Some college partnerships can be classified as a combination between the intensive and resource models. During the 1994-95 school year, the TCP sponsored 10 intensive/combination models and 13 resource model partnerships.

COLLEGE CREDIT

The issue over college credit for the Teacher Cadet class continues to be one of the most difficult issues with which the colleges and universities must grapple. Initially, many partnerships felt that college credit was essential for recruiting bright students into the Teacher Cadet Program. As the program has grown in reputation

and size, a number of partnerships have decided that the Cadet Program does not necessarily need the college credit as an incentive. For the 1994-95 school year, 11 of the 23 colleges and universities granted college credit for the Teacher Cadet class while another five schools allowed Cadets to exempt a one-to-three hour course for their participation in TCP. In the fall, the Center prepared the College Credit Summary Sheet which identifies the college credit, tuition reductions, and other benefits offered by the various colleges to former Cadets enrolling at their institution. This summary was distributed to all Teacher Cadet sites.

REGIONAL SERVICE MODEL

When the Center implemented the regional service model, it was able to provide an increased level of support for the college partnerships. The geographic regions of the state were centered around the colleges which facilitated the regional TTRs involvement with the college partnerships. Carol Smith, the college partner from USC-Spartanburg, completed her second year as the Center's first Professor in Residence. Carol serviced all SCCTR programs in the upstate region while fulfilling the role of College Partner Specialist.

COLLEGE PARTNERSHIP FUNDING

The Center provided grants of up to $1,250 per Teacher Cadet class to support the site. College partners may apply for up to $500.00 of this $1,250 grant for each site in their partnership. The college partners fill out a grant application form at the beginning of the year explaining how they plan to spend the grant money, and another form at the end of the year documenting their actual expenditures.

COLLEGE PARTNER ACTIVITIES AND SERVICES FOR 1994-95

The college partners planned an array of activities and offered many services to the Teacher Cadet classes this year. Twenty-one of the 23 colleges and universities serving as college partners offered a Visitation Day or special program for Cadets to visit the college campus. Several colleges invited Cadets to visit their campus more than one time. College partners taught lessons in Cadet classes as well as arranged for other college representatives to attend the Teacher Cadet class. The college partners networked with the Cadet teachers and facilitated planning meetings. Services provided by the college partners included newsletters for Cadets, anthology of Cadet works, library services and the distribution of videos, books and other materials.

1994-95 COLLEGE PARTNER ACTIVITIES

Over the summer the Center arranged for Benedict College, Columbia College and the College of Charleston to reenter our network as college partners. Greenville Tech requested the opportunity to serve as a college partner and was teamed with USC Spartanburg to serve as co-partners for two Greenville sites.

In August, the Center hosted a College Partners' Meeting to welcome new partners and discuss goals for the year. At this meeting Carol Smith announced $200 mini grants to encourage college partners to involve former Teacher Cadets on their campuses. Seven of these grants were awarded this year. Grant recipients used this money to establish organizations and host social events for Cadets.

Early in the school year, the TIRs contacted all of their college partners, introduced themselves and offered their services to the partnerships.

In October Carol Smith conducted a survey to determine how college partners were being compensated for their work with the TCP. Of the 18 respondents eight indicated that they receive release time for working with the Teacher Cadet Program. The amount of release time ranged from two semester hours for the year to four semester hours per term to three semester hours for the year for each TC site served. Seven college partners stated that they receive financial payment for their work with the Cadet program, and this stipend ranged from the total amount of the $500.00 grant to $1500.00 per year from the college to $50.00 per visit to an hourly payment of $36.00. Eleven of the college partners checked that their institution considered working with the Cadet program as service to the profession. Eight partners stated that they receive travel monies for their trips to Cadet sites.

Carol Smith and Virginia Ward presented a workshop on the Teacher Cadet Program at the national conference of American Association of School Personnel Administrators in October. As the College Partner Specialist, Mrs. Smith explained the role of college partnerships in the TCP.

The Center hosted the second Mega-conference for all of its programs in November, and college partners were invited. The 21 college partners who attended had the opportunity to network with Cadet teachers and other program teachers as well as meet as a group. In the college partners' meeting, the group participated in a sample Cadet lesson entitled the Career Board. Working as a small group, the college partners discussed their successes and concerns about college partnerships and mapped out goals and strategies for the future.

At the new teacher training in April, Carol Smith discussed college partnerships. In May a team from the Center traveled to Sonoma State University in California to conduct Teacher Cadet training, and the role of college partnerships was presented.

College partners received copies of CenterPoint., the Center's newsletter for all programs. Carol Smith wrote articles about the college partnership component and highlighted special activities sponsored by the colleges.

Throughout the school year, all TIRs attended Teacher Cadet planning meetings and special campus functions and interacted with college partners.

College HelpLine

Mission: The primary purpose of the College HelpLine Program is to work with students in the Teacher Cadet Program as well as others who need help getting into college. Priority is given to minorities, first generation college bound students, and those planning to teach. The two basic goals in the program are to assist the student with the college admission process and to provide the student with information on financial aid.

The College HelpLine, established primarily as a minority initiative for teacher recruitment, completed its sixth year of service. Many students with an interest in attending college do not receive the necessary advice and support needed to enroll in higher education. This support is especially needed by minority, first generation college bound and low-income students who are least likely to receive help from guidance counselors, parents or college admissions offices. In response to this problem, SCCTR sought funds in the 1989-90 fiscal budget to start the College HelpLine Program.

There are many minority students and others who need guidance and nurturing through the college application process. The Center's program serves as a liaison between the high schools and the college admission and financial aid representatives. College HelpLine tries to get students past the roadblocks that may discourage the prospective college student, as well as his or her parents, from pursuing a college education. College HelpLine also offers an established network of college admissions and financial aid administrators to facilitate students and parents in gaining college admission.

Over 200 individuals contacted the HelpLine during the 1994-95 school year. This number reflects students or parents seeking materials that were mailed from the Center. Of the 200 hundred students who were mailed information, 138 returned a completed student information form that was used to develop a database. All the students who participated in the Teacher Cadet Program received College HelpLine information from their perspective Teacher in Residence. Many more calls were answered that were of an inquiring nature and only required the College HelpLine Specialist's time and consultation. Most of these calls were not counted in the 200 previously mentioned.

During 1994-95, the single largest group seeking assistance was high school

seniors. This group comprised approximately 92% of the total contacts. Many other individuals called the HelpLine, including guidance counselors, individuals looking to enter the teaching profession from other careers, parents seeking funds for their child's education, former Teacher Cadets seeking to become education majors from other career majors, high school juniors seeking to get an early start on the college admission process, and present teachers looking for other opportunities in the field of education.

College HelpLine inquiries were usually related to financial aid. The Center has become a clearinghouse for the following items; Free Application for Federal Student Aid (FAFSA), the Teacher Loan Program, Governor's and Paul Douglas Teaching Scholarships, the Federal Stafford Loan program, The Federal PLUS program and the Tuition Grants program. Brochures, applications, and manuals relating to the programs mentioned above were made available to all who requested the items. Other requests included information on scholarships for individual schools both public and private, scholarship agencies, and guidance on how to complete scholarship applications, financial aid forms, and help in completing admissions applications.

The College HelpLine Program maintains an up-to-date library of college and university catalogs for South Carolina colleges and universities, a CD ROM computer program detailing information about colleges through out the United States, and guide books about colleges, college life, and sources of financial aid. The HelpLine continued to offer two computer based scholarship search programs. The two programs, the South Carolina Occupational Information System (SCOIS) an on-line scholarship search program and the College Aid Sources for Higher Education (CASHE), were offered to students without charge upon completion of an application. While few students requested information from SCOIS, approximately 50 searches were requested and processed utilizing the CASHE program.

The SCOIS system, while providing information on public and private sources of financial aid, also provides general information on colleges and universities throughout the United States. Information provided includes majors offered, average cost of attendance, affiliation, size, admissions standards, community size, sports offered, etc. Since all high schools in the state have access to SCOIS the Center has decided not renew this service in 1995-96. The Teachers in Residence will make students aware of the availability of the program at their school so students may request the information from their guidance counselors.

There are, in extreme hardship cases, specific funds made available by the SCCTR to facilitate the transition from high school to college. During 1994-95 school year, the SCCTR provided 11 such students an average of $88.00 each to help with expenses incurred during the college application and admissions process. Funds were approved for such costs as application fees, tuition advancements, and room deposits.

College HelpLine Specialist: Serving his first year as the College HelpLine

Specialist was Jim Littlejohn, a teacher and coach at Irmo High School. Jim was a member of the South Carolina Teacher Forum Leadership Council and has conducted numerous professional development training sessions in the field of Social Studies.

1994-95 College HelpLine Accomplishments

- Produced a comprehensive set of transparencies on financial aid and college issues for use by the Teachers in Residence during site visits which resulted in Teacher Cadet and ProTeam students gaining valuable information in a timely manner
- Increased the number of student contacts by presenting and distributing College HelpLine information and materials to all 144 Teacher Cadet sites
- Expanded the College HelpLine computer database to improve tracking of students assisted and to provide more useful statistical information for evaluation purposes
- Developed contacts with the colleges and universities in South Carolina to include not only admissions and financial aid officials but also housing and scholarship officials
- Worked with the Talent Search and TRIO organizations by presenting financial aid workshops to high school students and parents
- Distributed over 300 applications for the teacher loan programs
- Distributed over 500 Federal Student Aid Guides and FAFSA forms
- Prepared packets of information on many aspects of teacher education, college admissions, financial aid, etc. to be mailed to interested individuals
- Offered computer based scholarship searches through SCOIS and CASHE
- Presented College HelpLine information at High School and College Career Days
- Participated in financial aid workshops and seminars
- Revised College HelpLine literature
- Produced a College HelpLine newsletter for students

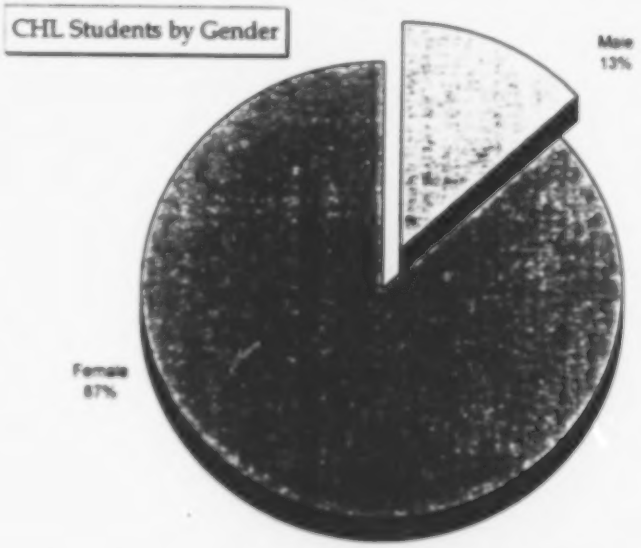
Goals for the 1995-96 School Year include:

- Work with African American leaders around the state to provide information about the SCCTR and the College HelpLine in our efforts to target African American students (especially males) into the teaching profession
- Work with school guidance counselors to help disseminate College HelpLine information
- Continue to strive to reach more males
- Provide students and parents with the

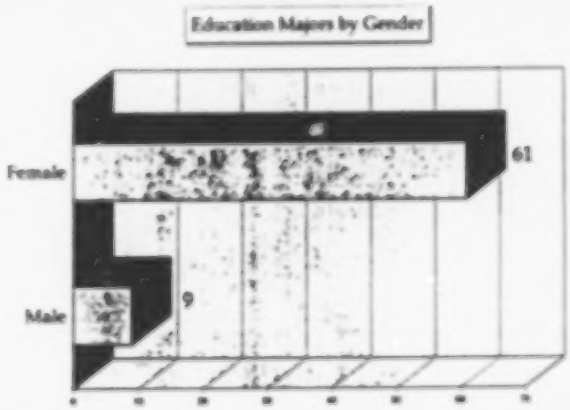
most current information about college admissions, costs, and financial aid

The College HelpLine Program has been especially successful in reaching students in the Teacher Cadet Program. Reaching students who are not enrolled in or who do not have access to a Teacher Cadet Program will be an area of emphasis. The Teacher Cadet teachers have been an invaluable resource in communicating information about the College HelpLine Program to students.

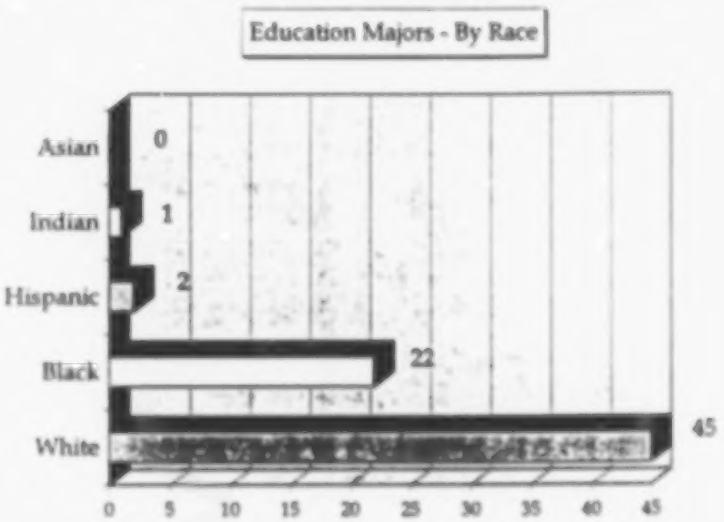
Gender of Clients Contacting the College HelpLine During 1994-95



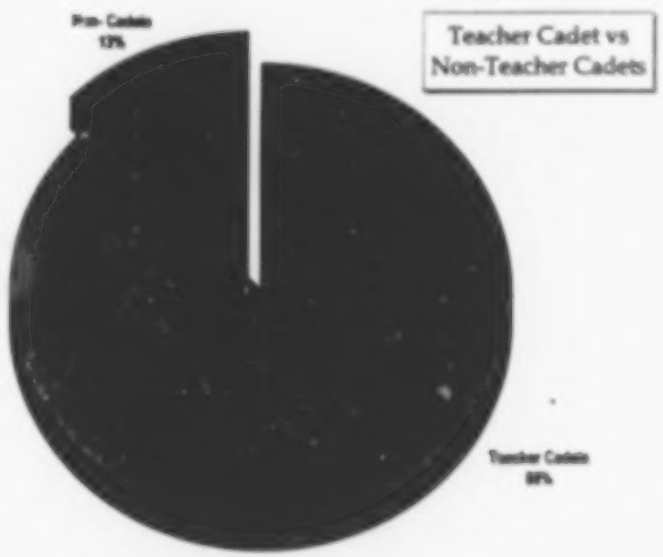
Gender of Clients Planning to Major in Education Contacting the College HelpLine During 1994-95



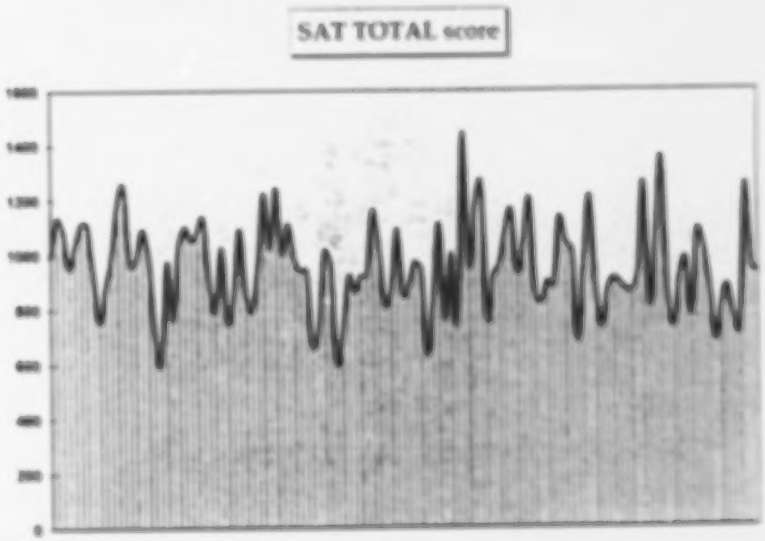
Race of Clients Planning to Major in Education Contacting the College HelpLine During 1994-95



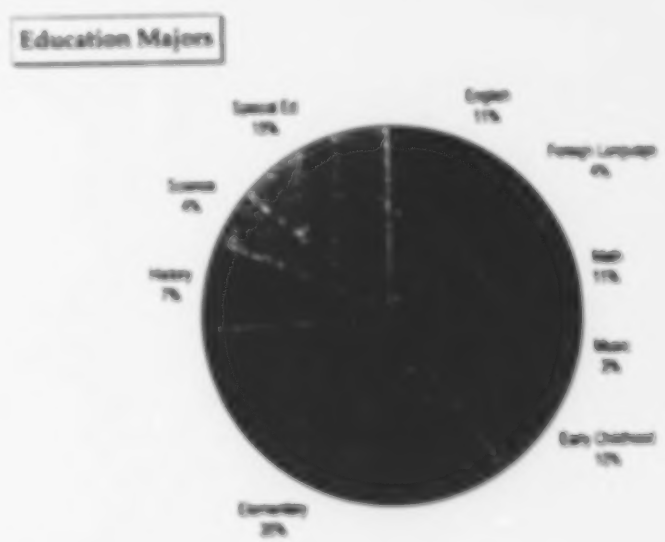
Clients Participation in the Teacher Cadet Program Contacting the College HelpLine During 1994-95



SAT Scores of Clients
Contacting the College HelpLine During 1994-95



Intended Areas of Certification of Clients Planning to Major in Education
Contacting the College HelpLine During 1994-95



Distribution of Teacher Loans by South Carolina Institutions

Public Institutions	1994 # of loans	1994 Amount of loans	1995 # of loans	1995 Amount of loans
Clemson University	255	$781,795	131	$552,014
Coastal Carolina	30	$ 87,729	19	$ 74,679
College of Charleston	125	$448,747	61	$273,500
Francis Marion University	89	$297,379	57	$242,604
Lander University	79	$271,483	38	$149,460
S.C. State University	13	$ 47,537	29	$125,861
The Citadel	21	$ 73,187	13	$ 57,112
USC - Aiken	39	$116,855	32	$130,500
USC - Columbia	233	$932,288	155	$704,221
USC - Lancaster	4	$ 4,487	0	-0-
USC - Salkehatchie	2	$ 634	1	$ 4,000
USC - Spartanburg	28	$ 88,022	22	$ 92,000
USC - Sumter	5	$ 12,420	4	$ 12,500
USC - Union	0	- 0 -	0	-0-
Winthrop University	272	$899,448	137	$598,000

Private Institutions	1994 # of loans	1994 Amount of loans	1995 # of loans	1995 Amount of loans
Anderson College	27	$ 96,077	22	$ 99,011
Benedict College	1	$ 4,000	3	$ 14,500
Charleston Southern Univ.	15	$ 53,589	12	$ 53,000
Central Wesleyan	24	$ 98,875	0	-0-
Coker College	36	$155,348	10	$ 45,000
Columbia Int'l. Univ.	3	$ 17,500	1	$ 5,000
Columbia College	209	$781,474	89	$420,000
Converse College	81	$311,122	46	$213,000
Erskine College	61	$186,770	40	$185,000
Furman University	42	$173,048	14	$ 62,000
Limestone College	4	$ 16,442	9	$ 42,400
Newberry College	27	$ 78,199	14	$ 65,000
North Greenville	2	$ 2,625	1	$ 5,000
Presbyterian College	37	$126,312	11	$ 52,500
Wofford College	4	$ 16,625	5	$ 22,500

South Carolina Teacher Forum

Mission: The purpose of the South Carolina Teacher Forum is to give recognition to the state and district teachers of the year, to develop teacher leadership among this outstanding group, to give teachers a voice in educational issues that face teachers today at all levels and to impact the professional development of other teachers by encouraging its members to facilitate the development of leadership skills among their peers. The Teacher Forum serves as a recruitment resource in supporting the South Carolina Center for Teacher Recruitment's other programs in an effort to retain the best and brightest teachers in the classrooms of South Carolina.

The Beginning... The National Teacher Forum

In March 1986, the Education Commission of the States convened the first National Teacher Forum, bringing together 56 exemplary teachers to explore policy issues in education. The mission of this forum was "to shift the focus of the reform movement from teachers as objects of reform to teachers as partners in reform." At this National Teacher Forum, the teachers addressed the state of education in America's schools, the quality of work life in the teaching profession, the impact of recent state policies that affect teaching and the next steps policymakers needed to take to enable teachers to do their jobs more effectively.

Theresa K. (Terry) Dozier, 1984-1985 SC Teacher of the Year and the 1985 National Teacher of the Year and Cindy Carpenter, Lexington Five District Teacher of the Year, represented South Carolina educators. Returning home, Terry and Cindy, along with Dr. James Rex, then Dean of the School of Education at Winthrop University, immediately began working to establish the SC Teacher Forum to accomplish on a statewide level what the National Teacher Forum had done for teachers from across the country.

Established by the South Carolina Center for Teacher Recruitment as part of its mission to improve teacher retention, the South Carolina Teacher Forum offers the outstanding teachers from across South Carolina experiences in professional development, discussions on national, state, and local educational issues and dialogue with key leaders and policymakers about a variety of topics affecting the educational system.

The South Carolina Teacher Forum is a voluntary, non-partisan organization unaffiliated with any other teacher organization in the state. Membership in the South Carolina Teacher Forum is limited to teachers of the year from all South Carolina school districts which select such an individual. Since the Forum was organized in April 1986, membership has grown to 439, with approximately 60 new members added each year.

The South Carolina Teacher Forum is chaired by the current South Carolina Teacher of the Year, who heads a 15-member Leadership Council selected annually by Forum members. Each year, The Leadership Council determines the issues for exploration at upcoming conferences and invites speakers and conference presenters with expertise in those issues for conference functions. Forum speakers have included Dr. John Goodlad, Dr. Patricia Wasley and Dr. Phillip Schlechty. Finally, The Leadership Council publishes each year's conference results in a product which summarizes the conferences' issues and which is shared with South Carolina Teacher Forum members and key education policymakers throughout the state. Two recent South Carolina Teacher Forum products of significance were the Business Roundtable report, *Face to Face*, which brings together key business leaders and the state's teachers of the year to discuss educational improvement, and *Teacher Voices*, a documentary of the evolving leadership roles that teachers are assuming.

The successes of the South Carolina Teacher Forum and its positive, constructive format have resulted in the formation of nineteen local and regional teacher forums representing 38 school districts, with other districts and regions requesting information on starting their own local forums.

Through this state-wide network of South Carolina's most outstanding teachers, the South Carolina Teacher Forum seeks further professional development opportunities for these teachers to impact on South Carolina's educational systems through interaction with policymakers, business leaders and most importantly, other teachers.

A Brief History of South Carolina Teacher Forum Activities

1994-95 S.C. Teacher Forum

- Led Teacher Forum discussions and gathered input from teachers throughout South Carolina at thirteen Regional Dialogues on pre-service education and time issues sponsored by the State Department of Education

- Hosted the first video teleconference with Terry Dozier, Special Advisor to Secretary of Education Riley at the US Department of Education in Washington, D.C.

- Published and distributed Preservice Education Recommendations Document regarding both teacher training programs and licensure/certification of teachers to education deans, policymakers, and Teacher Forum members

- Participated in the Collaboration in Action Conference in Georgia with the US Department of Education, the Georgia 2000 Partnership, and the Georgia Part-

ners in Education

- Participated in the Goals 2000 National Teacher Forum in Washington, D.C.
- Provided training and consultative service to Mississippi State Department of Education in initiating a state Teacher Forum
- Assisted in the establishment of three local Teacher Forums
- Initiated an exchange between state Teacher Forums that exist in the six states served by Southeastern Regional Vision for Education (SERVE) Laboratory
- As members of SERVE's Teacher Advisory Committee, presented connections of the state teacher of the year program and the state Teacher Forum to SERVE's Board of Directors
- Continued regular meetings with the State Superintendent of Education as well as other key policymakers
- Initiated and facilitated dialogues with teachers statewide regarding innovations in schools
- Held press conference at the state capitol to emphasize the concerns of teachers regarding the legislature's education budget

1993 - 1994 SC Teacher Forum

- Served as a national model for states desiring to initiate state Teacher Forums by presenting information at the Goals 2000 National Teacher Forum
- Served as a consultant to other states, including Georgia, Alaska, Alabama, South Dakota, Pennsylvania, Washington, Florida and Utah in their efforts to initiate state Teacher Forums
- Created a database of Teacher Forum membership to serve as a resource network, accessing teachers with specific areas of teaching expertise
- Published *Teacher Voices: A Call for Teacher Leadership*
- Published a monthly column in *Quest*, South Carolina's Education Newspaper
- Hosted regional dialogue sessions for local teacher forums with State Superintendent of Education Dr. Barbara Nielsen
- Sponsored platform presentation by declared candidates for State Superintendent of Education
- Enhanced technical assistance to local forums through networking of SCCTR's Teachers in Residence
- Assisted in the establishment of four new local Teacher Forums
- Included key policymakers, such as Dr. Barbara Nielsen, Dr. Valerie Truesdale and Pamela Pritchett from the State Department of Education, Dr. Carol Stewart and Ellen Still from the House and Senate Education Committee staff, Jim Gilstrap of SCEA and Dr. Elizabeth Gressette of PSTA in Teacher Forum Leadership Council meetings

- Recommended improvements in state preservice education programs to the South Carolina Education Dean's committee

- Provided access to Milliken Training opportunities to members of Teacher Forum Leadership Council

- Established a state chapter of National State Teacher Of the Year (NSTOY) for past state teachers of the year

- Obtained $1,000 donation from SouthEastern Regional Vision for Education (SERVE) for the South Carolina Teacher Forum
- Initiated improvements in the state teacher of the year program through recommendations of a Teacher Forum advisory committee

- Revised Teacher Forum Handbook

- Revised Teacher Forum By-Laws and Constitution

- Provided participation agreement forms for local forums

1992-1993 SC Teacher Forum

- Conducted bi-monthly meetings with South Carolina's State Superintendent of Education, Dr. Barbara Nielsen, to share the teacher perspective on current educational events/trends

- Hosted and co-sponsored with SC Department of Education, Commission on Higher Education and the National Board for Professional Teaching Standards South Carolina's first statewide forum on the development of national teaching standards. A panel made up of teachers, legislators, businessmen, State Superintendent of Education Dr. Barbara Nielsen and Commissioner on Higher Education Fred Sheheen reacted to a presentation by Ms. Yolanda Rodriquez, NBPTS Teacher in Residence and Joe Delaney, SC representative on the NBPTS board

- Emphasized the role of teachers as leaders in educational reform

- Coordinated a course in curriculum leadership for members of the Leadership Council with Dr. Barnett Berry of USC, which included writing for publication a teacher leadership document, *Teacher Voices*

- Investigated issues of teacher leadership with Ms. Terry Dozier, 1985 National Teacher of the Year and currently Special Advisor to Secretary of Education Dick Riley, and the need for the development and support of local forums throughout SC

- Coordinated four regional conversations between local forums and Dr. Barbara Nielsen including a statewide televised question and answer session with School District Five of Lexington and Richland Counties and Richland One local teacher forums

- Led effort to have State Teacher of the Year selection take place in spring so Teachers of the Year can serve a school year rather than a calendar year. This change was approved by the State Department of

Education and took effect in the spring of 1994.

- Formed a committee of Teacher Forum members who will examine other aspects of the selection process and criteria for State Teacher of the Year selection

- Hosted South Carolina State Teacher of the Year finalists' luncheon which was preceded by a meeting of former SC Teachers of the Year to explore avenues for their continued involvement and leadership in education issues

- Provided support, including speakers, facilitators, and professional development materials for 14 local forums on an as needed basis

- Revised local forum handbook to assist teachers in establishing local forums

- Assisted with the development of two new local Teacher Forums

- Published an article in *Palmetto Administrator* on the critical role of teacher retention in teacher recruitment, highlighting the efforts of the Georgetown County School District local teacher forum

1991-1992 SC Teacher Forum

- Developed SC Teacher Forum logo

- Produced and submitted two grant requests to a regional educational foundation for additional funds to expand SC Teacher Forum activities

- Created and initiated publication of a quarterly newsletter mailed to all SC Teacher Forum participants since 1985

- Assisted with the development of four new local teacher forums

- Revised and expanded Local Teacher Forum Training Handbook for use by teachers who wish to begin their own local forums

- Emphasized the role of information age technology in the classroom during a two-day "Leap into the 21st Century" Teacher Forum conference with the assistance of Gail Morse, award winning technology teacher and Christa McAuliffe Scholar

1990-1991 SC Teacher Forum

- Printed and distributed to key educational and business leaders the report *Face to Face: A Business Roundtable Report* produced by the 1988-1989 SC Teacher Forum

- Continued emphasis on state and national restructuring movements

- Participated in dialogue sessions and question and answer periods with nationally recognized education reformers Dr. John Goodlad and Dr. Phillip Schlechty

- Explored current state initiatives in school reform and restructuring through presentations by SC's only school participating in the Coalition of Essential Schools project and three schools currently restructuring through the programs sponsored by The SC Center for the Advancement of Teaching and School Leadership

- Conducted a question and answer period

with South Carolina's State Superintendent of Education, Dr. Barbara S. Nielsen

- Attended The National Education Goals Awareness Symposium where presentations were given by Christopher Cross, Assistant US Secretary for Education, and David Hornbeck, Board Chairman of The Carnegie Foundation for the Advancement of Teaching

1989-1990 SC Teacher Forum

- Identified the need for information about the state and national movements in educational restructuring

- Explored issues of school change and teacher leadership in the first ever two-day SC Teacher Forum conference

- With Dr. Patricia Wasley, investigated current restructuring experiments across the country, such as Ted Sizer's Coalition of Essential Schools at Brown University

1988-1989 SC Teacher Forum

- Identified open and frank communication with business leaders as a top priority

- Sponsored a two-hour discussion with key business leaders from throughout South Carolina centering around three topics: "What Business Needs to Know about Schools," "What Teachers Need to Know about Business" and "How Business Can Help Schools"

- Wrote and readied for later publication key presentations and discussion points from above mentioned dialogue called *Face to Face: A Business Roundtable Report*

LOCAL/REGIONAL TEACHER FORUMS
updated 7/20/95

Aiken County Teacher Forum

Berkeley County Teacher Forum

Charleston County Teacher Forum

Chesterfield County Teacher Forum

Clarendon District 2 Teacher Forum

Darlington County Teacher Forum

Dorchester District 2 Teacher Forum

Georgetown County Teacher Forum

Greenville County Teacher Forum

Horry County Teacher Forum

Lexington District 2 Teacher Forum

Lexington District 5 Teacher Forum

Newberry County Teacher Forum

Oconee County Teacher Forum

Orangeburg Consortium Local Teacher Forum

Pee Dee Regional Teacher Forum

Richland District One Teacher Forum

Rock Hill Teacher Forum

Sumter District 17 Teacher Forum

1987-1988 SC Teacher Forum

- Assembled panel of experts to explore implications of basic skills testing and accountability
- Participated in a two-hour dialogue with experts on basic skills testing and accountability
- With SC ETV, produced a 90-minute edited videotape of this important discussion of basic skills testing and accountability
- Published a special four-page supplement in SC Department of Education's publication *South Carolina Schools* which summarized critical points on testing issues and provided information about the SC Teacher Forum
- Produced transcript of above mentioned videotape for distribution to interested persons
- Received funds from a grant request to SC Committee for the Humanities to fund a future SC Teacher Forum project
- Compiled a notebook of local and state teacher forum information

1986-1987 SC Teacher Forum

- Identified top priority issue as "gaining the time to teach our best"
- Published the report booklet, *A Teacher Prepared*, which dealt with paperwork and non-instructional duties
- Produced two videotapes of teachers and legislators discussing the issues of paperwork and non-instructional duties
- Forum members invited legislators to spend half-day visits in their schools to view "the real life of the school"
- Hosted Bob Palaich and Shirley Wells of the Education Commission of the States at the Forum's annual conference

1985-1986 SC Teacher Forum

- Shared ideas and experiences in first ever SC Teacher Forum conference
- Compiled report outlining "Things that Teachers Appreciate" and "Areas that Need the Attention of Policymakers"
- Published and distributed the report to legislators, district school superintendents and other state leaders
- Pledged to "do our part in creating a renaissance of teaching"

Job Bank

Mission: The purpose of the Teacher Job Bank is to provide the public school districts of South Carolina with qualified teaching applicants when needed; to facilitate teachers in their search for positions within the public school districts and to help meet the need for teachers in South Carolina's critical need areas, both subject and geographic.

In January 1995, the Center for Teacher Recruitment implemented a 24-hour per day, seven day a week voice response system for teacher applicants to use the Job Bank. We had received feedback from Job Bank users that hours of operation were not always convenient for teachers who have limited access to telephones. This service has greatly increased the number of calls that we've received. Applicants may access this service by dialing a nationwide toll-free telephone number (1-800-541-7525).

In addition to the voice response system, the Center has also piloted posting Job Bank vacancies on the Internet through *Project Connect*. This service is geared towards participants in the Troops to Teachers Program. Future plans include the installation of the Center's own listserv on the Internet to allow all users to access the job vacancy information. The Center has also distributed the Job Bank Manager's e-mail address to all South Carolina personnel administrators in hopes they will use that means of communication to send and

Month	1995	1994	1993	1992	1991	1990	1989
January	505	536	436	610	408	522	313
February	647	447	455	485	375	442	353
March	694	612	555	733	541	346	179
April	2298	1979	2040	2088	2696	505	347
May	2505	1691	1430	1572	1021	746	818
June	1572	1368	1116	1199	904	577	452
July	689	824	843	844	897	487	376
August		563	749	676	661	471	360
September		303	341	404	343	210	473
October		316	331	299	328	224	262
November		280	268	320	287	228	139
December		162	211	239	255	158	119
Total		9,081	8,775	9,469	8,716	4,916	4,191

Job Bank Mail and Telephone Inquiries - A 7-Year Comparison

update information about job vacancies and to request information on candidates looking for teaching positions.

The Center began to develop its Teacher Job Bank during the 1987-88 school year after it received frequent inquiries from in-state and out-of-state teachers seeking job placement services. Similar inquiries were received from school district administrators and principals looking for teachers in hard-to-find certification areas. In the beginning the Job Bank service was a modest effort to trade information between districts and teachers who contacted the Center asking about available openings or personnel.

In the spring of 1986-87, the Center began advertising in several state daily newspapers, inviting teachers to list their availability for openings. The strong demand prompted the Center to seek funds to purchase computer hardware and software to manage the data more efficiently and to add a staff member to oversee the Job Bank and provide a prompt response time. This funding request was approved and the necessary monies were included in the Center's 1987-88 budget. The Job Bank became fully operational in April 1988.

The Job Bank is supported by the State Department of Education's teacher certification office which sends a notice of the service to all individuals seeking initial teacher certification in South Carolina. The Center also publishes bi-weekly classified ads in the Greenville, Columbia and Charleston newspapers. Thousands of teachers across the nation who receive information about the annual South Carolina EXPO for Teacher Recruitment also receive an invitation to list in the SCCTR Job Bank.

Job Bank Statistics 1994-95
Mail and Telephone Inquiries

Month/Year	Total	Out-of-state	CNCP	EXPO
July-94	824	433	23	0
August-94	563	234	16	0
September-94	303	131	11	0
October-94	316	135	18	0
November-94	280	118	13	0
December-94	162	66	8	0
January-95	503	249	24	25
February-95	647	311	38	60
March-95	725	383	49	98
April-95	2298	1993	117	542
May-95	2505	1879	131	549
June-95	1572	962	91	309
Total	**10,698**	**6,759**	**559**	**1583**

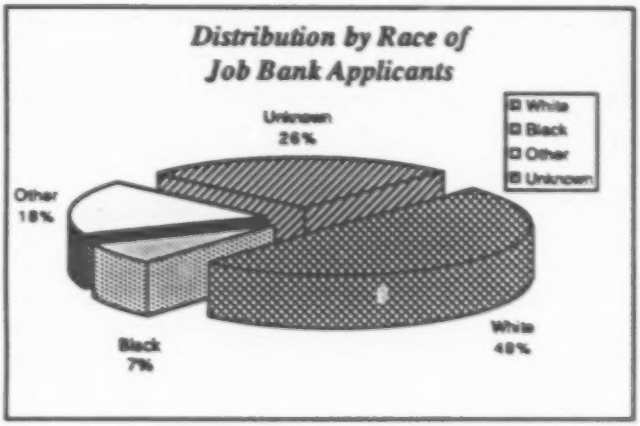
During fiscal year 1994-95, 2,846 teachers listed with the Job Bank. Another 7,859 additional teachers requested job listings without formally enrolling in the Job Bank. 982 job openings were listed by school districts during FY 94-95. Seventy-seven of the 91 school districts and several special schools used the service to list openings or to obtain the names of available teachers.

In 1989 the Center contracted with Blackwater Associates of Columbia to conduct an informal survey of school districts to determine the effectiveness of the Job Bank and to recommend improvements. The report found that the "use of the Job Bank is accepted among a majority of district personnel administrators in the state," but concluded that the use of the Job Bank varied widely from district to district, based on each district's severity of need and

its willingness to develop a comprehensive program of teacher recruitment. The current usage of the Job Bank continues to validate these findings.

The study noted that a minority of districts choose to list most or all of their job vacancies in the Job Bank, while a majority of districts limit their listings to the most hard-to-find certification areas (e.g., special education, foreign language, speech correction, industrial technology). The Job Bank was most useful when it brought teachers in hard-to-find certification areas into contact with these districts. This happened most frequently with out-of-state teachers, who sought out the Job Bank early in their job searches.

It was clear from the Blackwater report and from SCCTR's regular contact with



school personnel administrators that the Job Bank would be most effective if it increased its listings in the critical subject areas. Mailings were also sent directly to out-of-state students expected to become certified in critical need subject areas.

An evaluation of the Job Bank and its services is planned for the 1995-96 school year.

Approximately 721 teachers from 35 states and four foreign countries attended the 7th annual EXPO where Job Bank applications were distributed. Many teachers listed their names with the Job Bank as a result of the EXPO job fair. These efforts resulted in an increase in in-state and out-of-state listings in both critical and non-critical areas.

SCCTR implemented a national WATS line in 1990 which makes it easy for out-of-state teachers to make initial contact with the Center. This WATS line number is included in the South Carolina EXPO brochures, more than 45,000 of which are distributed to colleges across the United States. The WATS number was also included in national classified ads in the *Boston Globe, Chicago Tribune, New York Times, Washington Post, Miami Herald, Atlanta Constitution*, and newspapers in Birmingham, Alabama; Jackson, Mississippi; Columbia, South Carolina; Richmond, Virginia; Louisville, Kentucky; Charlotte, North Carolina; Memphis, Tennessee; Charleston, West Virginia; Hartford, Connecticut, Portland, Maine; Detroit, Michigan; Manchester, New Hampshire; Cleveland, Ohio; Buffalo, New York and Philadelphia, Pennsylvania.

The Job Bank helps the school districts of South Carolina meet their immediate needs for teachers in critical need subject areas. Job Bank application packets are distributed free of charge to any individual, school or organization requesting them and include information about South Carolina's teaching shortages as well as

surpluses. Also included is the current South Carolina Teaching Vacancies List, published on the 1st and 15th of each month.

The Teacher Job Bank is often a first contact for a teacher in a much-needed subject area. The Job Bank gives some basic information about South Carolina certification, and directs the teacher to the proper sources for more details. It also provides names, addresses and phone numbers for all 91 districts' personnel contacts.

The Teacher Job Bank helps small rural districts by providing them access to the many teaching candidates listed on the Job Bank. Some teachers specify on their application a preference to work in a rural area.

The Job Bank will become increasingly important as we assist former Teacher Cadets and ProTeam students in finding jobs in South Carolina. The Job Bank application has recently been revised to request information about involvement in the Teacher Cadet Program. This information will help us track availability and placement of former Teacher Cadets.

South Carolina EXPO for Teacher Recruitment

Mission: The purpose of the South Carolina EXPO for Teacher Recruitment is to match teachers seeking positions with school districts seeking teachers.

The South Carolina EXPO for Teacher Recruitment focuses on meeting South Carolina's short-term recruitment needs, rather than long-term needs, as do the Teacher Cadet and ProTeam Programs sponsored by the Center. Since South Carolina is currently providing only about 50-55% of its own teachers, this effort is an important one. The Center continues to invest staff time and financial commitment in support of South Carolina's annual national teacher recruitment fair.

The seventh annual job fair, known as the South Carolina EXPO for Teacher Recruitment, was held in Columbia, June 27-29, 1995. The EXPO was co-sponsored by SCCTR, the South Carolina Association of School Personnel Administrators, the Career Center at the University of South Carolina and the State Department of Education's Office of Teacher Certification. Alisa Mosley of the University of South Carolina Career Center was co-chair of the 1995-96 Expo Steering Committee along with Dawn Busa of Fairfield County School District. Members of the committee were Janice Poda, Bill Baylor, Don Beers, Patricia Buckner, Susan Ramsey Johnson, Mattie Dillon, Naomi Dreher, Albert Eads, Jr., Erin Hardwick, Pam Jenkins-Walker, Gina Davids, and Shirley Holland.

The Center assumed responsibility for all state and national publicity, including

	1995	1994	1993	1992	1991	1990	1989
Number of Districts Participating	49	43	52	55	64	59	49
Number of Applicants	721	870	791	1,119	848	371	282

media contacts, answering over 4,000 mail and telephone inquiries. During the EXPO itself, SCCTR staff members sponsored an on-site booth where teachers could sign up for the SCCTR Teacher Job Bank. Staff members provided general staff support for the conference and on-site registration and published an EXPO Teaching Vacancy list, utilizing the Center's Job Bank computer. A list of all applicants who registered for the EXPO was made available to personnel directors before they left the event.

Forty-nine South Carolina school districts took part in the EXPO, with 596 teachers attending from 35 states and four foreign. An evaluation by participating school districts gave this year's EXPO high marks.

Participation Rates of School Districts

Seven out of seven EXPOs.....33 districts(37%)
Six out of seven EXPOs.....8 districts (9%)
Five out of seven EXPOs.....5 districts (6%)
Four out of seven EXPOs.....7 districts (8%)
Three out of seven EXPOs.....3 districts (3%)
Two out of seven EXPOs.....10 districts (11%)
One out of seven EXPOs.....8 districts (9%)
Never participated.....16 districts (18%)

Phone Reponses to Newspaper Ads

Week of April 23-28, 1995

Day	1995	1994	1993
Sunday	39	96	105
Monday	1479	590	484
Tuesday	307	240	246
Wednesday	499	156	112
Thursday	113	116	81
Friday	184	74	62
Total	2621	1272	1090

Week of May 14-19, 1995

Day	1995	1994	1993
Sunday	55	n/a	27
Monday	617	287	150
Tuesday	205	92	77
Wednesday	228	109	43
Thursday	144	70	34
Friday	126	58	13
Total	1375	616	344

Responses by Location in Cities Where Newspaper Ads Were Placed

Week of April 23-28, 1995

Hartford, CT	102
Portland, ME	3
Detroit, MI	50
Manchester, NH	1
Cleveland, OH	81
Providence, RI	54
Chicago, IL	46
Boston, MA	9
New York, NY	200
Buffalo, NY	215
Philadelphia, PA	69

Newspaper Ad Response by Location

Week of May 14-19, 1995

Birmingham, AL	14
Atlanta, GA	31
Jackson, MS	17
Columbia, SC	91
Richmond, VA	82
Washington, DC	80
Miami, FL	84
Louisville, KY	5
Charlotte, NC	24
Memphis, TN	8
Charleston, WV	34

Troops to Teachers

Mission: To assist in the improvement of American education by providing motivated, experienced, and dedicated transitioning military and civilian personnel affected by the military downsizing for the nation's classrooms.

Nationally, Troops to Teachers was implemented on January 19, 1994. Under this program, military personnel and Department of Defense (DoD) and Energy (DoE) civilian employees affected by the military "drawdown" have the opportunity to begin a new career in public education. This program is authorized by Public Law 102-484, the Defense Authorization Act for Fiscal Year 1993, as amended by Public Law 103-160, the Defense Authorization Act for Fiscal Year 1994. Troops to Teachers is managed by the Defense Activity for Non-Traditional Education Support (DANTES).

In South Carolina, Troops to Teachers got it's start in late 1994 with the submission of a grant proposal to DANTES. The proposal was jointly submitted by the South Carolina Center for Teacher Recruitment and the South Carolina Commission on Higher Education. The proposal called for implementation of the Troops to Teachers program under the auspices of the SCCTR with fiscal responsibility assigned to the Commission on Higher Education. The grant called for hiring a Job Placement Coordinator and expanding the Job Bank already in existence at SCCTR.

OBJECTIVES:

The main purposes of the Troops to Teachers Program are to:

1. Help relieve teacher shortages, especially in the subjects of math and science
2. Provide positive role models for the nation's public school students
3. Assist military and civilian personnel impacted by the military reductions to enter a new career in public education
4. Place participants in schools that serve a high concentration of students from low-income families

Bruce Moseley was hired as the Job Placement Coordinator and officially began on February 15, 1995. He has both military and public school experience. He served in the United States Air Force Reserves beginning in 1977 and served six years as a C-141 Loadmaster before being discharged in 1983. He then enlisted in the South Carolina Army National Guard and is currently serving as the Battalion Operations officer for the 3rd Battalion 178 Field Artillery in Lancaster, South Carolina, with a bachelor's degree in elementary

education, he taught fifth grade for six years while completing his master's in educational administration. Mr. Moseley most recently served for four years as an assistant principal in a middle school.

Troops to Teachers in South Carolina has made great strides since its start in February. Mr. Moseley and Ms. Phyllis Archie, Administrative Assistant for Troops to Teachers, attended a workshop held by DANTES in Pensacola, Florida. Here they met with representatives from the other states which have established similar programs. Ideas were shared and contacts made to assist those who want to move out of state. Transition offices at each military base in the state (Charleston Naval Base, Charleston Air Force Base, Beaufort Marine Corps Air Station, Parris Island Recruit Depot, Fort Jackson, and Shaw Air Force Base) have been visited. The visits are scheduled on a monthly basis and workshops are held for all personnel interested in the Troops to Teachers Program. These workshops have been attended by over 1,000 personnel.

Mr. Moseley has worked closely with the MilCert Program at Clemson University and has assisted with the placement of all six Troops to Teachers participants in that program. He also assisted in the placement of two former military members who were not in the Troops to Teachers program.

A large number of personnel have begun the certification process through the Critical Needs Certification Program. Three of these have already been hired to begin teaching in fall of 1995; one each in English, Spanish and Industrial Technology. Several others have completed the paperwork and are awaiting NTE scores.

A statewide publicity campaign for the Troops to Teachers Program has been launched with the creation of a nine-minute video and a public service announcement. Mr. Moseley has appeared as a guest on several television interview shows to promote the program. Letters and brochures were mailed to every superintendent and personnel director in the state explaining the program.

Troops to Teacher's 1-800 number allows inquiries from all over the world. Inquiries about the program have been received from as far away as Germany, Hawaii, and the North Pole.

Initial implementation of the Troops to Teachers Program has been a success, and we look forward to even more success during 1995-96.

- Nationally, 211 Troops to Teachers Participants have been placed as teachers or teacher aides.
- South Carolina has placed 5% of these teachers/teacher aides.
- South Carolina has 33 participants in certification programs.

Placements in SC School Districts	
Beaufort County School District	2
Florence School District 4	1
Greenwood School District 51	1
Jasper County School District	3
Orangeburg School District 4	1
Richland School District 1	1
Spartanburg School District 7	1

Advertising and Marketing

Mission: The purpose of the Advertising and Marketing campaign produced by the South Carolina Center for Teacher Recruitment is to create an attractive and realistic picture of teaching in South Carolina.

When the Center was first started, with the assistance of Semaphore Inc., a Columbia advertising agency, and Blackwater Associates, a Columbia marketing research and public opinion surveying firm, the Center staff developed a research-based advertising and marketing program.

The need to improve the academic quality of the teacher supply pool is of prime concern in developing marketing strategies for all the Center's target audiences. Teaching is presented as a challenging occupation, in which intelligent, creative, and quick-witted people will find job satisfaction. All advertising is sensitive to the particular need to recruit African American and male teachers.

Research suggests that a "good teacher" is not only academically well-prepared and qualified but is an individual who feels some call to public service, some desire to work with children, and some need to nurture and instruct. A good teacher must also be able to discipline children and survive in the very active environment of a public school.

In an effort to present the teaching profession honestly and to attract teachers with the "right stuff," the Center recognizes the need to show some of the "warts" of the profession as well as the "perks" — much as the Peace Corps does in its "toughest job you'll ever love" campaign.

The Center also recognizes the need to counteract the prevailing attitude among many young people that teaching is a low-status job. The Center's distinctively styled logo and the design of its printed and audio-visual materials project a first class, professional image that is in keeping with the need to upgrade the image of teaching.

The Center's marketing program is keyed to a toll-free teaching careers hotline, where individuals can obtain information about a variety of teacher training options and receive counseling from the Center staff. The Center uses brochures, newspaper advertising, press releases, and personal appearances to market the availability of the hotline service. A number of Center fliers and brochures describe various teacher

training options, provide college contacts, and explain certification requirements. The Center also provides information promoting the state's Teacher Loan Program, the Governor's Teaching Loan Scholarship, the Paul Douglas Teaching Scholarship, the federally financed Troops to Teachers program, and the Critical Needs Certification Program.

The Center's Job Bank Teaching Vacancy list is published twice monthly by the Center and distributed to hundreds of callers.

In brief, the Center's target audiences include middle school students, high school students, college students, and adults. In each of these recruitment categories, the emphasis is on recruiting individuals with sufficient academic and interpersonal skills to survive the state's rigorous certification process and to make good teachers.

As was the case during previous years, newspaper advertising figured most prominently in the Center's 1994-95 marketing efforts. The Center ran a weekly Sunday classified ad in the state's three largest dailies promoting the Teacher Job Bank and did additional advertising out-of-state.

The EXPO campaign, aimed at attracting out-of-state teachers, has produced about 2000 inquiries annually from teachers throughout the U.S. Again this year, a comprehensive registration packet giving detailed information about EXPO and Columbia, the host location, was developed by Center staff and provided for applicants. The package also included information about South Carolina and an invitation to call the Center and discuss particular areas of opportunity in the state.

With the downsizing of the military, the Center was contacted by the Pentagon and asked to assist retiring military personnel with information about teaching careers. The packets of information were sent to almost 200 retiring members of the Armed Forces who had expressed an interest in teaching in South Carolina. The response was significant and the Pentagon responded by asking for packets to put in every U.S. military base in the world. For a second year, the military sponsored and sent two Center staff members to Europe to recruit critical needs personnel from downsized European Department of Defense schools.

Programmatic t-shirts and sweatshirts, as well as shirts designed by the participants in the Summer Teaching Careers Institute, are used widely to market the teaching profession. The Center also uses other symbols such as lapel pins, note pads, stationery, note cards, and folders to build an awareness of the programs sponsored by the Center. Mugs and watches have recently been added to the items the Center uses for marketing.

Print materials are written for the various audiences served by the Center. Last year a brochure describing a brief history of the Center and all Center-sponsored programs was developed. A fact card was also developed that gives the viewer quick information about the Center. All ProTeam and Teacher Cadet students are given membership cards with the Center's toll-free number and the logos of all the programs to carry in their wallets.

The Center's written materials have become valuable tools in assisting other states interested in starting teacher recruitment programs. In addition to the written material, the Center, with the assistance of South Carolina Educational Television, developed a video tape to assist in-state and out-of-state contacts with recruiting students for the Teacher Cadet Program. Filming of each curriculum section was conducted last fall and this winter and is available for distribution. A video tape describing the ProTeam Program was developed last year, again, in cooperation with the SCETV network.

Center Point.

Mission: The purpose of the newsletter is to recognize outstanding programs and individuals, while informing readers about issues relevant to the South Carolina Center for Teacher Recruitment.

In previous years, the South Carolina Center for Teacher Recruitment published separate newsletters for separate programs. For example, members of the Teacher Cadet network received a newsletter entitled *CadetNet*. Because the Center adopted a new regional model for the school year 1993-94, it also developed a new format for the newsletter to facilitate networking among its various programs. The staff selected the new name *Center Point*. Every issue includes the Center's fall 1993 mission statement. Each newsletter lists not only the staff members' names and titles but also a calendar of important upcoming events.

Each issue consists of an "outer shell" plus program inserts. The outer shell contains information of interest to policy makers, friends of teacher recruitment, and teachers and students who participate in Center-related programs. Program inserts contain more specific information for individual programs such as Teacher Cadet, ProTeam, Troops to Teachers, and Teacher Forum. The program-specific inserts are printed on different colors of paper designated for each program.

Articles are selected to serve a variety of purposes:

- To announce (upcoming events, winners of awards, etc.)
- To inform (updates on school, state and national issues)
- To inspire (personal stories about exceptional educators and students)
- To recognize (highlighting of outstanding activities and achievements)
- To summarize (condensed content from articles, productions, conferences)
- To persuade (evidence that a technique is worthy of support)
- To entertain (humorous anecdotes, captions)
- To request (information or suggestions pertaining to Center's activities)

The newsletter is mailed quarterly to:

- Teachers of ProTeam and Teacher Cadet Programs
- College Partners
- Teacher Forum Members
- Involved military Personnel
- Policy Board and Task Force Members
- Friends of the Center

Articles are written by the SCCTR staff, including Teachers in Residence, as well as Teacher Forum members, Teacher Cadet and ProTeam instructors and their students. Teacher in Residence Frank Taylor served as the 1994-95 editor and publication specialist, and Ann Seegars, a Teacher Cadet instructor, used computer technology to format the newsletter.

After receiving the first issue of *Center Point* in the fall of 1993, Teacher Cadet and ProTeam teachers, College Partners, and Teacher Forum members were asked to give the Center feedback on the following issues:

- Purpose of the newsletter
- Frequency of publication
- Preferred length
- Designated authors
- Format of newsletter
- Use of the newsletter
- Quality of first *Center Point.* issue

The following conclusions were drawn from the comments:

- Most readers indicated the newsletter's purpose should be to provide information about the SCCTR's activities and highlight successes of individuals, classes and programs of the Center. Readers were least interested in book reviews.

- By far, respondents prefer four rather than three issues yearly and a shorter issue, four to six or six to ten pages — not longer.

- It is the general consensus that the SCCTR staff write the newsletter, accepting articles written by teachers and students as well.

- Generally speaking, the inclusive format versus the insert format is not a major issue to the readers.

- Overall, the scores on the first issue of *Center Point.* were very high. The content of the articles was rated as being the most important aspect of this quarterly publication.

- Respondents felt the newsletter's primary purpose is to inform teachers of educational issues. The Center's staff can promote ways to use the newsletter, especially regarding student use.

In February of 1994, a focus group made up of seven Teacher Cadet instructors met to discuss the newsletter and give further feedback. Perhaps the most valuable suggestion made was to have students take a more active part in creating and using the newsletter. For example, a group of Cadets could conduct surveys or interviews and then publish their findings in a report. It is also the hope of the Center's staff that teachers will use the newsletter, not just for their personal knowledge, but will also make copies of selected sections for students to use as resource materials or to generate discussions and/or assignments. It was suggested that the newsletter can be shared or posted to benefit fellow faculty members within schools and colleges.

Issues of the 1994-95 newsletter were distributed in October, January, March, and July. Center personnel solicited information from both Cadets and instructors through questionnaires and contests. Instructors, students, and Teachers in Residence published various activities and achievements through the ProTeam

"Braggin' Board" and Teacher Cadet "News From Y'all" sections. Copies of newsletters were often provided as handouts in folders when teacher trainings and conference presentations were given both in-state and out-of-state. The newsletters have promoted positive public relations on behalf of the Center throughout South Carolina and the nation.

Teacher in Residence

Mission: The purpose of the Teacher in Residence Program is to identify outstanding teachers and provide them with a fellowship to work in teacher recruitment for the Center, to develop teacher leadership and to provide support for recruitment programs.

The Center began offering a fellowship to a "Teacher in Residence" during its first full academic year of operation in 1986-87. Barbara Deery, a teacher and counselor at Richland Northeast High School, was selected from a group of outstanding applicants for the position. Ms. Deery took leave from her school district, and the Center provided her district with monies to cover her salary and fringes. Ms. Deery took primary responsibility for on-site support of the Center's Teacher Cadet sites and helped coordinate Teacher Cadet teacher training.

The Center's Teacher in Residence Program has become the model for numerous other agencies and organizations. An article on the Teacher in Residence Program was published in the March 1993 issue of *Educational Leadership*.

Teachers in Residence make presentations or serve as facilitators in numerous activities dealing with teacher recruitment and other professional issues. The audiences included pre-service education majors, undeclared college students, critical teaching needs graduates, educators of all levels, personnel administrators and district minority recruitment committees.

During 1994-95, seven teachers in residence worked with the various Center programs. The ProTeam Program was staffed by Teacher in Residence Bernice Davis-Cooper, a middle school teacher from Williamsburg County who taught one of the pilot ProTeam classes. Mrs. Davis-Cooper, ProTeam Specialist, joined the Center in 1993-94 and returned to the classroom at Hemingway High School in Williamsburg County at the end of the 1994-95 school year.

Pamelia Liely-Brown, Minority Recruitment Specialist, was a business education teacher and Teacher Cadet instructor at Terrell's Bay High School in Marion School District 3. Mrs. Brown will continue her teacher in residency during the 1995-96 school year and serve as the Center's Teacher Cadet Specialist.

A sabbatical for the state teacher of the year was added during 1991-92. Cathy Scott, 1995 South Carolina Teacher of the Year, joined the Center staff in the fall of

1994. Mrs. Scott is a physics and mathematics teacher from Lexington High School in Lexington District 1. As State Teacher of the Year, she traveled across the state as an ambassador for the teaching profession. She served on numerous committees and was often asked to assist policymakers with laws and regulations affecting teachers. As part of her duties as State Teacher of the Year, Mrs. Scott worked with the Science and Math Hubs, and she also served as chair of the South Carolina Teacher Forum. Mrs. Scott was instrumental in helping with the implementation of the SAY Program.

The 1991 South Carolina Teacher of the Year, Nancy Townsend, served as a Teacher in Residence until January 1992 at which time she was replaced by the 1992 State Teacher of the Year, Jeanne Sink. Jeanne served until January 1993. Dodie Magill, a kindergarten teacher from Pelham Road Elementary School in Greenville County, served as South Carolina Teacher of the Year in 1993 and 1994 and was selected as one of four finalists for National Teacher of the Year in 1994. The 1996 South Carolina Teacher of the Year, Debra Templin, will join the Center's staff in the fall of 1995.

Carol Smith, an education professor at USC-Spartanburg, joined the Center as the first Professor in Residence in 1993-94 and served as the College Partnership Specialist. Mrs. Smith's addition to the staff enabled the Center to focus on its college partnerships for the first time. Prior to joining the Center on a full-time basis, Mrs. Smith served as a part-time Teacher in Residence with the Teacher Cadet Program. Mrs. Smith returned to her teaching position at USC-S at the end of the 1994-95 school year.

Virginia Ward, an English and Teacher Cadet instructor from James Island High School, served as a Teacher in Residence and Teacher Cadet Specialist in 1994-95. Mrs. Ward was on loan from Charleston County School District and returns to James Island High School in fall 1995 where she will teach English and the Teacher Cadet class.

Jim Littlejohn began serving as a Teacher in Residence and the College HelpLine Specialist in 1994-95. Mr. Littlejohn is a social studies and coach on loan to the Center from Irmo High School in Lexington School District 5. He was selected as his district's Teacher of the Year in 1992. During his second year of residence, Mr. Littlejohn will serve as Professional Development Specialist for the Center.

The publications specialist position was held by Teacher in Residence Frank Taylor during the 1994-95 school year. Mr. Taylor was an English teacher and Teacher Cadet instructor at Beaufort High School in Beaufort County School District before joining the Center. He leaves the residence position a year early to return to Beaufort County where he is serving as an assistant principal responsible for the International Baccalaureate Program.

In 1993-94, the Center employed seven full-time Teachers in Residence: Rose Etta Schumacher, an English teacher and Teacher Cadet instructor from Chesterfield High School; Cleo Richardson, 1991 Marion One Teacher of the Year and social

studies teacher at Marion High School; David Norton, science teacher and coach from Fort Mill High School; Dodie Magill, 1993 and 1994 South Carolina Teacher of the Year, and a kindergarten teacher from Greenville County; Virginia Ward, an English teacher and Teacher Cadet instructor from James Island High School; and Carol Smith, an education professor from USC-S.

The Center employed seven full-time Teachers in Residence during the 1992-93 school year: Jackie Stanley, 1987 State honor roll teacher from Horry County; Rose Etta Schumacher, an English teacher from Chesterfield County; Malinda Taylor, ProTeam and middle school teacher at Pleasant Hill Middle School in Georgetown County; Beth Havens from North Myrtle Beach High School in Horry County; Cleo Richardson, 1991 Marion One Teacher of the Year and social studies teacher at Marion High School; David Norton, science teacher and coach from Fort Mill High School; and Dodie Magill, 1993 and 1994 South Carolina Teacher of the Year, and a kindergarten teacher from Greenville County.

During the 1991-92 school year, the Center utilized five full-time and two part-time Teachers in Residence: Teacher Cadet and English teacher Barbara Thomson from Richland Northeast High School in Richland 2; Maria Pyles, 1990 South Carolina Teacher of the Year and social studies teacher at Greenwood High School; Lena Danner, a retired Teacher Cadet and English teacher from Eau Claire High School in Columbia; Rose Etta Schumacher, an English teacher from Chesterfield County; Malinda Taylor, ProTeam and middle school teacher at Pleasant Hill Middle School in Georgetown County; Jackie Stanley, 1987 State honor roll teacher from Horry County; and Carol Smith, USC-S professor.

In addition to Minority Recruitment Coordinator Jackie Stanley, four Teachers in Residence were members of the Center staff in 1990-91: Wilson High School social studies teacher Linda Weldon Payne, who taught a pilot Teacher Cadet class in 1986; Barbara Thomson; Maria Pyles; and Malinda Taylor. Betsy Dyches, who served for two years as a Teacher Cadet TIR, joined the Center full time in October 1989 as SCCTR's first Teacher Cadet Program Coordinator. Mrs. Dyches left the Center in August of 1991 to become the language arts coordinator for District Five of Lexington and Richland Counties.

1994-95 ProTeam Sites

Middle Schools	School Districts
Alcorn Middle School	Richland School District One
Allendale-Fairfax Middle School	Allendale County School District
Bates Middle School	Sumter School District Seventeen
Bell Street Middle School	Laurens School District 56
Bishopville Jr. High School	Lee County School District
Carver-Edisto Middle School	Orangeburg School District Four
CE Williams Middle School	Charleston County School District
Chavis Middle School	Williamsburg County School District
Choppee Middle School	Georgetown County School District
Conway Middle School	Horry County School District
Courtenay Middle School	Charleston County School District
Denmark-Olar Middle School	Bamberg School District Two
DuBose Middle School	Dorchester School District Two
E.L. Wright Middle School	Richland School District Two
Estill Middle School	Hampton School District Two
Fairfield Middle School	Fairfield County School District
Fort Johnson Middle School*	Charleston County School District
Heyward Gibbes Middle School*	Richland School District One
James Island Middle School*	Charleston County School District
J.B. Beck Middle School	Georgetown County School District
J.V. Martin Jr. High School	Dillon School District Two
Kingstree Jr. High School	Williamsburg County School District
Latta Middle School	Dillon School District Three
Long Jr. High School	Chesterfield County School District
McCants Middle School	Anderson School District Five
McClellanville Middle School	Charleston County School District
Mid-Carolina Middle School	Newberry County School District
Monroe-Pinckney Middle School*	Lexington School District Four
Myrtle Beach Middle School*	Horry County School District
Newberry Middle School	Newberry County School District
North District Middle School	Hampton School District One
North Myrtle Beach Middle School	Horry County School District

** New ProTeam sites for 1995-96*

Middle Schools	School Districts
Pageland Middle School	Chesterfield School District
Palmetto Middle School*	Anderson School District One
Pleasant Hill Middle School	Georgetown County School District
Ridgeland Middle School*	Jasper County School District
Robert E. Howard Middle School	Orangeburg District Five
Robert Smalls Middle School	Beaufort County School District
Rosemary Middle School	Georgetown County School District
Seneca Middle School	Oconee County
South Middle School*	Lancaster County Middle School
Southwood Middle School	Anderson School District Five
WA Perry Middle School	Richland School Dictrict One
West Hardeeville Elementary School*	Jasper County School District
Whittemore Park Middle School	Horry County School District
William J. Clark Middle School	Orangeburg School District Five

* New ProTeam sites for 1995-96

1994-95 Teacher Cadet Sites

SCHOOLS	DISTRICTS
Aiken High	Aiken County
Airport High	Lexington District 2
Allendale-Fairfax High	Allendale County
Andrews High	Georgetown County
Aynor High	Horry County
Bamberg-Ehrhardt High	Bamberg District 1
Baptist Hill High	Charleston County
Barnwell High	Barnwell District 45
Batesburg-Leesville High	Lexington District 3
Beaufort High	Beaufort County
Belton-Honea Path High	Anderson District 2
Berea High	Greenville County
Berkeley High	Berkeley County
Bishopville High	Lee County
Blackville-Hilda High	Barnwell District 19
Blue Ridge High	Greenville County
Boiling Springs High	Spartanburg District 2
Brookland-Cayce High	Lexington District 2
Broome High	Spartanburg District 3
Burke High	Charleston County
Byrnes High (James F.)	Spartanburg District 5
Calhoun County High	Calhoun County
Central High	Chesterfield County
Chapin High	Lexington District 5
Chapman High	Spartanburg District 1
Cheraw High	Chesterfield County
Chesnee High	Spartanburg District 2
Chester High	Chester County
Chesterfield High	Chesterfield County
Choppee High	Georgetown County
Clover High	York District 2
Columbia High	Richland District 1

** New Teacher Cadet sites for 1995-96*

SCHOOLS	DISTRICTS
Conway High	Horry County
Denmark-Olar High	Bamberg District 2
Dillon High	Dillon District 2
Dorman High	Spartanburg District 6
Dreher High	Richland District 1
Dutch Fork High	Lexington District 5
Easley High	Greenville County
East Clarendon High	Clarendon District 3
Eastside High	Greenville County
Eau Claire High	Richland District 1
Edisto High*	Orangeburg District 4
Emerald High	Greenwood District 50
Estill High	Hampton District 2
Fairfield Central High	Fairfield County
Flora (A.C.) High	Richland District 1
Fort Dorchester High	Dorchester County
Fort Mill High	York District 4
Furman High (SAC)	Sumter District 2
Gaffney High	Cherokee County
Garrett Academy of Technology*	Charleston County
Georgetown High	Georgetown County
Gilbert High	Lexington District 1
Goose Creek High	Berkeley County
Green Sea Floyds High	Horry County
Greenville High	Greenville County
Greenwood High	Greenwood District 50
Greer High	Greenville County
Hanahan High	Berkeley County
Hannah-Pamplico High	Florence District 2
Hartsville High	Darlington County
Hemingway High	Williamsburg County
Hillcrest High	Greenville County
Hillcrest High (SAC)	Sumter District 2
Irmo High	Lexington 5
James Island High	Charleston County
Jasper County High	Jasper County
Johnson (C. A.) High*	Richland District 1
Jonesville High (UCVC)	Union County
Kingstree High	Williamsburg County
Lake City High	Florence District 3
Lake View High*	Dillon District 1

** New Teacher Cadet sites for 1995-96*

SCHOOLS	DISTRICTS
Lamar High	Darlington County
Lancaster High	Lancaster County
Landrum High	Spartanburg District 1
Latta High	Dillon District 3
Laurens High	Laurens District 55
Lexington High	Lexington 1
Lincoln High	Charleston County
Lockhart High (UCVC)	Union County
Loris High	Horry County
Lower Richland High	Richland District 1
Lugoff-Elgin High	Kershaw County
Mann (J. L.) High	Greenville County
Manning High	Clarendon District 2
Marion High	Marion District 1
Marlboro High	Marlboro County
Mayewood High (SAC)	Sumter District 2
Mayo High	Darlington County
McCormick High	McCormick County
Mid Carolina High	Newberry County
Middleton High	Charleston County
Midland Valley High	Aiken County
Mullins High	Marion District 2
Murray (C. E.)*	Williamsburg County
Myrtle Beach High	Horry County
Newberry High	Newberry County
Ninety Six High	Greenwood District 52
North Augusta High	Aiken County
North Charleston High	Charleston County
North Myrtle Beach High	Horry County
Northwestern High	York District 3
Orangeburg-Wilkinson High	Orangeburg District 5
Palmetto High	Anderson District 1
Pelion High	Lexington District 1
Pickens High	Pickens County
Pleasant Hill High	Georgetown County
Richland Northeast High	Richland District 2
Ridge Spring Monetta High*	Aiken District
Riverside High	Greenville County
Rock Hill High	York District 3
Ruffin High	Colleton County
St. Andrews High	Charleston County

** New Teacher Cadet sites for 1995-96*

SCHOOLS	DISTRICTS
St. George High	Dorchester District 4
St. John's High - St. Johns	Charleston County
St. John's High -Darlington	Darlington County
Saluda High	Saluda County
Seneca High*	Oconee District
Silver Bluff High	Aiken County
Socastee High	Horry County
South Aiken High	Aiken County
South Florence High	Florence District 1
Southside High	Greenville County
Spartanburg High	Spartanburg District 7
Spring Valley High	Richland District 2
Stall High (R.B.)	Charleston County
Stratford High	Berkeley County
Strom Thurmond High	Edgefield County
Summerville High	Dorchester District 2
Sumter Academic Center (SAC)	Sumter District 2
Sumter High	Sumter District 17
Swansea High	Lexington District 4
Terrell's Bay High	Marion District 3
Travelers Rest High	Greenville County
Union High - (UCVC)	Union County
Union County Vocational Center (UCVC)	Union County
Waccamaw High	Georgetown County
Wade Hampton High	Hampton District 1
Wade Hampton High*	Greenville District
Wagener-Salley High	Aiken County
Walhalla High	Oconee County
Walterboro High	Colleton County
Wando High	Charleston County
Ware Shoals High	Greenwood 51
West Florence High	Florence District 1
Westside High	Anderson District 5
Whitmire High	Newberry County
Williston-Elko High	Barnwell District 29
Wilson High	Florence District 1
Wren High	Anderson District 1
York Comprehensive	York District 1

** New Teacher Cadet sites for 1995-96*

SUMMARY

	High Schools	College Partners
1986-87	28	15
1987-88	54	18
1988-89	74	18
1989-90	99	19
1990-91	113	20
1991-92	121	19
1992-93	122	19
1993-94	126	20
1994-95	141	24

Budget

S.C. Center for Teacher Recruitment
Year End Financial Report
1994-95

Budget Categories	Total Budget for Year	Total Expended Funds	Total Remaining Funds	Percentage Remaining
Salaries	$132,409.00	$132,409.00	$0.00	0.00%
Office Support	$72,630.00	$72,630.00	$0.00	0.00%
Staff and Director Travel	$11,705.00	$11,705.00	$0.00	0.00%
Policy Board/Task Force	$8,200.00	$8,200.00	$0.00	0.00%
Teacher Forum	$74,683.00	$74,683.00	$0.00	0.00%
Teacher Job Bank	$45,158.00	$45,158.00	$0.00	0.00%
Teacher Cadet Program	$210,210.00	$210,210.00	$0.00	0.00%
College Partnerships	$120,558.00	$120,558.00	$0.00	0.00%
ProTeam Program	$107,736.00	$107,736.00	$0.00	0.00%
Minority Recruitment	$43,059.00	$43,059.00	$0.00	0.00%
College Helpline	$66,388.00	$66,388.00	$0.00	0.00%
Teaching Careers Institute	$25,000.00	$25,000.00	$0.00	0.00%
TOTALS	**$917,736.00**	**$917,736.00**	**$0.00**	**0.00%**

SOUTH CAROLINA CENTER FOR TEACHER RECRUITMENT

	1994-95 Budget	Change	1995-96 Budget
Office Salaries & Fringes	**$132,409**	$11,134	**$143,543**
Office Support			
Winthrop Direct Costs [1]	$8,250	$0	$8,250
Phone	$5,000	$0	$5,000
Postage	$4,000	$0	$4,000
Printing	$7,650	$0	$7,650
Furniture and equipment [2]	$14,888	($9,516)	$5,372
Clipping service	$700	($350)	$350
Temporary salaries	$6,260	$0	$6,260
Hourly wages	$8,300	$0	$8,300
Subscription, dues	$2,500	$0	$2,500
Office supplies	$9,532	$0	$9,532
Dual employment [3]	$4,000	($4,000)	$0
Maintenance Contracts	$1,550	($1,000)	$550
Center External Evaluation	$0	$5,000	$5,000
Total	**$72,630**	($9,866)	**$62,764**
Staff and Director Travel			
Out of state	$2,000	$0	$2,000
In state	$9,705	$551	$10,256
Total	**$11,705**	$551	**$12,256**
Policy Board/Task Force [4]			
Policy Board Travel	$1,200	($825)	$375
P/B Postage, Print, Materials	$3,250	$650	$3,900
Task Force Travel	$1,000	($750)	$250
TF Postage, Print, Materials	$2,750	($850)	$1,900
Total	**$8,200**	($1,775)	**$6,425**
Teacher Forum			
TIR Salary & Fringes [7]	$39,355	$4,433	$43,788
Travel	$5,000	$0	$5,000
Phone	$1,000	$0	$1,000
Program Activities	$8,500	$0	$8,500
Leadership Council	$3,000	$0	$3,000
Printing, Mailing, Video Costs	$1,350	$0	$1,350
Office Staff Salaries [5]	$13,938	$592	$14,530
Office Staff Fringes [6]	$2,540	$108	$2,648
Total	**$74,683**	$5,133	**$79,816**

	1994-95 Budget	Change	1995-96 Budget
Teacher Job Bank			
Mailing, printing	$8,000	$0	$8,000
Advertising	$1,500	($350)	$1,150
Expo support	$10,000	$0	$10,000
Wats line service	$8,500	$0	$8,500
Office Staff Salaries [5]	$14,541	$618	$15,159
Office Staff Fringes [6]	$2,617	$111	$2,728
Total	**$45,158**	$379	**$45,537**
Teacher Cadet Program			
TIR Salaries & Fringes (2) [7]	$87,253	($14,626)	$72,627
Travel (For 2 TIR's)	$10,000	$0	$10,000
Phone	$2,000	$0	$2,000
High school grants [8]	$38,750	$1,750	$40,500
Teacher training-new teachers	$4,000	$0	$4,000
Professional Development [9]	$13,000	($845)	$12,155
Material, supplies, printing	$8,000	$0	$8,000
Student conferences [10]	$15,000	($6,000)	$9,000
Research	$12,500	$0	$12,500
Office Staff Salaries [5]	$16,701	$710	$17,411
Office Staff Fringes [6]	$3,006	$128	$3,134
Total	**$210,210**	($18,883)	**$191,327**
College Partnerships			
TIR Salary & Fringes [7]	$36,524	$8,839	$45,363
Travel	$5,000	$0	$5,000
Phone	$1,000	$0	$1,000
Teacher Cadet College Grants ($500 ea) [11]	$61,949	($1,899)	$60,050
Training-new partners	$1,000	$0	$1,000
Professional Development [9]	$2,804	($748)	$2,056
Materials, supplies, printing	$2,428	$0	$2,428
Office Staff Salaries [5]	$8,350	$355	$8,705
Office Staff Fringes [6]	$1,503	$64	$1,567
Total	**$120,558**	$6,611	**$127,169**

	1994-95 Budget	Change	1995-96 Budget
ProTeam Program			
TIR Salary & Fringes [7]	$34,404	$7,406	$41,810
Travel	$5,000	$0	$5,000
Phone	$1,000	$0	$1,000
Middle school grants [12]	$12,000	($4,000)	$8,000
Teacher training-new teachers	$4,000	$0	$4,000
Professional Development [9]	$11,500	($282)	$11,218
Material, supplies, printing	$8,000	$0	$8,000
Student conferences (3)	$7,750	$0	$7,750
Research	$7,000	$0	$7,000
Office Staff Salaries [5]	$14,476	$615	$15,091
Office Staff Fringes [6]	$2,606	$111	$2,717
Total	**$107,736**	$3,850	**$111,586**
Minority Recruitment/College Helpline			
TIR Salary & Fringes [7]	$34,934	$3,636	$38,570
Travel	$5,000	$0	$5,000
Phone	$1,000	$0	$1,000
Minority Recruitment Activities	$1,400	($500)	$900
Partnership meeting	$125	$0	$125
Partnership Newsletter	$600	$0	$600
Printing & Materials	$0	$1,000	$1,000
Student Services	$0	$1,000	$1,000
Office Staff Salaries [5]	$0	$2,257	$2,257
Office Staff Fringes [6]	$0	$411	$411
Total	**$43,059**	$7,804	**$50,863**
College Helpline			
TIR Salary & Fringes [7]	$49,548	($49,548)	$0
Travel	$5,000	($5,000)	$0
Phone	$1,000	($1,000)	$0
Printing & Materials	$1,500	($1,500)	$0
Student services	$4,000	($4,000)	$0
Office Staff Salaries [5]	$4,517	($4,517)	$0
Office Staff Fringes [6]	$823	($823)	$0
Total	**$66,388**	($66,388)	**$0**

	1994-95 Budget	Change	1995-96 Budget
Professional Development			
TIR Salary & Fringes [7]	$0	$51,778	$51,778
Travel	$0	$5,000	$5,000
Phone	$0	$1,000	$1,000
Printing & Materials	$0	$1,000	$1,000
Office Staff Salaries [5]	$0	$2,260	$2,260
Office Staff Fringes [6]	$0	$412	$412
Total	**$0**	$61,450	**$61,450**
Summer Institute [13]			
Teaching Careers Institute	$12,500	$0	$12,500
Crossroads Institute	$12,500	$0	$12,500
Total	**$25,000**	$0	**$25,000**
TOTAL EXPENDITURES	**$917,736**	$0	**$917,736**

Budget Category Explanation

1 Winthrop Direct Costs: Includes utilities, maintenance, cleaning services, etc.

2 Furniture and Equipment: This line item has been decreased as several new computers were bought last year and should not be necessary during the 95-96 year.

3 Dual Employment: This line item has been eliminated as state employees will now have to be set up as Winthrop temporary employees.

4 Policy Board/Task Force: For Policy Board quarterly meetings and Task Force annual meeting.

5 Office Staff Salaries: These are partial salaries for the assistant director and the administrative assistant assigned to that program.

6 Office Staff Fringes: These are partial fringe benefits for the assistant director and the administrative assistant assigned to that program.

7 Teacher in Residence Salaries: These are actual salaries based on 190 day contracts. TIR's support all programs of SCCTR in their respective region. Salary assignments to specific programs are based on their specialty area..

8 Teacher Cadet High School Grants: A projection of 148 participating high schools @$250 each was used in this figure.

9 Teacher Cadet, College Partnerships, & ProTeam Professional Development: This line item includes travel, lodging, and food.

10 Teacher Cadet Student Conferences: The change from a delegate conference to six regional student conferences held on college campuses has allowed a decrease in this line item.

11 Teacher Cadet College Grants: Decrease is due to the amount of funding needed this year for the program.

12 ProTeam Middle School Grants: This figure was decreased as the stipend will vary depending on the length of the course.

13 Teaching Careers and Crossroads Institute: The host institution matches $5000.

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